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ABSTRACT

Intended for project directors, consultants, Colorado Department of Education personnel, and other interested persons, this report examines the overall usefulness of the Colorado Migrant Education Resource Center's (CoMERC's) efforts in putting on an institute for summer migrant school instructional staff. The first section describes the planning, implementation, and follow-up processes accomplished by CoMERC and depicts the activities, participant make-up, and layout which existed at the institute's site in Dillon. Next, perceptions of strengths and weaknesses are presented from the points of view of CoMERC staff, the 224 participants (by way of evaluation forms, reaction papers, and discussions during summer visits by CoMERC staff), and 35 consultants. The final section contains analyses of possible impact of the institute by way of observations, statements made by participants, and cost factors involved. Implications for planning future training are included. Appended are the evaluation form, a copy of CoMERC's July newsletter, letters from special quests and participants, and a copy of the program for the institute. (Author/NQA)

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OVERVIEW

This report attempts to examine the overall usefulness of CoMERC's efforts in putting on an Institute for Summer Migrant School instructional staff. The first section describes the planning, implementation and follow-up processes accomplished by CoMERC, and depicts the activities, participant make-up and layout which existed in Dillon. Perceptions of strengths and weaknesses are presented from the points of view of CoMERC staff, participants (by way of evaluation forms, reaction papers, and discussions during summer visits by CoMERC), and consultants in the second section. The third and final section contains analyses of possible impact of the Institute by way of observations, statements made by participants, and cost factors involved. Implications for planning of future training are included. The appendix consists of the evaluation form, a copy of the July newsletter, and letters from special guests and participants. This report is being made available to project directors, consultants, CDE personnel and other interested persons.

BACKGROUND INFORMATION

PLANNING AND SETTING

CoMERC staff started specific planning for the Institute in November of 1980, with assessment of topic interests by the Task Force and Association. The topics were finalized in March, 1981 and a survey sent to the project directors requesting projected numbers of staff to attend each topic. Between March and early May CoMERC staff developed a grid of sessions based on the numbers provided by directors and contacted potential consultants. Each consultant was screened by part or all of the CoMERC staff for knowledge of topic, ability to infuse individualization into the topic, and experience in presenting to similar groups. References were checked on most consultants. This process was completed by all four professional staff members, with each one coordinating contacts regarding a selected number of topics.

During this time arrangements for the facilities in Dillon were made, involving extensive coordination with the Holiday Inn staff. In mid-May, the final contracts for consultants went out, along with detailed instructions regarding session times, formats for the sessions, and requests for needed equipment or modifications from the consultants.

Finally, the program was printed and distributed to project directors accompanied by sets of tickets for sessions requiring them. Directors were requested to distribute the tickets to the personnel who needed them in their project, and to be prepared to exchange as needed during the pre-registration on Tuesday night at Dillon. Further, directors were asked to submit pre-registration numbers and a check for $50.00 per person attending (to cover meals and registration).

Arrangements were made through the University of Northern Colorado's Continuing Education Department to offer the Institute for two quarter hours of University credit, with Dr. José Córdova as instructor of record. Participants were able to register at the Institute, paying $60.00 tuition and being required to attend all three days and write a three page reaction paper. Inservice credit of 1 1/2 semester hours was arranged through CDE's Teacher Certification Unit and was available at no cost for those who signed up and attended all three days of the Institute.

The site for the Institute was the Dillon Holiday Inn at Frisco, Colorado, located approximately 70 miles west of Denver. All accommodations and sessions were located there, and meals were eaten in a large group setting in the ballroom.

As each participant arrived they were asked to sign in and received a packet containing the program, information on evening activities, a guide for getting the most out of sessions, an evaluation form, a CoMERC newsletter, and a name tag. At the end of the sessions on Wednesday and Thursday, arrangements were made for each project to meet as a group to make further plans, discuss sessions, do orientation, or just get together. CoMERC had a display of various materials available in the Holidome for people to view at their leisure.

On Tuesday evening, CoMERC conducted an orientation for consultants who had arrived and gave them further detailed information. Also, CoMERC and CDE were designated as monitors for each of the sessions which required tickets during the three days. Equipment and supplies were stored in two locations, and taken to the various sessions by CoMERC staff. Modifications to the schedule such as room and time changes, or additions to the program, were announced during meals.

For further details on scheduling, sessions offered, consultants, and other aspects of the Institute, please refer to the program (available from CoMERC).

PARTICIPANT MAKE-UP

The following graphs contain information describing the numbers of persons who attended the Institute.

Participants

Arkansas Valley BOCES (Rocky Ford)	22
Boulder	5
Brighton	14
East Central BOCES (Burlington)	8
Fort Collins	15
Grand Junction	26
Greeley	2
Longmont	27
Northern Colorado Educational BOCS	3
San Luis Valley BOCES (Alamosa)	23
South Central BOCES (Pueblo)	11
Southeastern BOCES (Lamar)	9
South Platte Valley BOCES (Brush)	9
Weld BOCES (Eaton, Fort Lupton)	34
West Central BOCES (Delta)	16
Special Guests (Colorado Department of Education, Education Commission of the States, Texas Education Agency, Colorado Facilitator, Northern Colorado Educational BOCS)	14
Consultants	35

Summer Job Positions of Participants

Teacher/Tutor	124
Teacher's Aide	48
Director/Coordinator	19
Support Staff	16
Principal	7
Specialist	6
Student	4

PERCEPTIONS OF STRENGTHS AND WEAKNESSES

BY CoMERC STAFF

The staff at CoMERC felt that the Institute was generally quite well received, and came fairly close to achieving the goal of increasing the awareness level of instructional staff regarding techniques, approaches, and materials to assist in individualizing instruction for migrant children. However, with an eye to future Institutes, the following specific strengths and weaknesses were noted:

General

Organization
- most details were planned for or taken care of as they arose
- lack of coordination with other CDE units at an early stage

Conference Site
- seemed to be reasonably accessible, since projects used car-pooling
- did provide for a "retreat" atmosphere for participants
- did seem to reduce the number of people coming and going during the three days

Badges
- seemed to be helpful for many people in "putting names to faces"
- were helpful in monitoring meal attendees
- cards frequently came out of plastic case
- needed to ask them to wear badges from the outset

Registration
- the timing and location seemed to facilitate high percentages of persons signing in
- very little delay at the sign-in table (but lists of attendees from projects would have facilitated)
- pre-registration (exchange of tickets) needed to be physically separated from sign-in
- registration for credit was not smooth, due to late arrival of the instructor of record

Facilities
- sleeping rooms were generally comfortable
- some rooms were noisy due to location near the Holidome
- breakfast seemed to be generally inadequate, while lunches and dinners got mixed reviews
- room for eating was inadequate
- meeting rooms were generally comfortable and set up as expected
- planned evening activities should not have been held in the lounge area
- in some cases meeting rooms were spread too far from each other
- break-time refreshments were moderately used and were quite accessible
- recreational facilities were in good shape, but not heavily used either

Facilities	- Holiday Inn staff were on the whole quite helpful, with a few individual exceptions
Institute Program	- seemed to be well-used by most participants for schedules and map but not for abstracts - provided more than adequate information (except for some abstracts and lack of biosketches on all consultants) - did not adequately highlight/explain the formats for various types of sessions - needed to have been made available to all participants at an earlier point in time - did not include credits for CoMERC staff and CDE or location and phone for CoMERC!!
Signs and Information Access	- most people seemed to have no trouble locating the meeting rooms/areas (after the first half-day) - CoMERC staff were readily accessible for answering questions - SWAP board was not used (needed better location, more advertisement and specific time allotted)
Pre-registration Process	- information from directors on numbers of persons to attend each topic was not accurate - concept of information-sharing among project staff needs further development - in choosing sessions, people did not understand the various formats and sequencing intended - participants seemed to have had mixed opportunity for input into sessions selected - having tickets for sessions did seem to increase motivation to attend and reduced "coming and going" from sessions
Scheduling	- Friday afternoon session was not well-attended (need to eliminate or restructure) - have consultants present in the same room (to reduce hassle of moving materials) - practicum/resource sessions were too far separated in time and place from theory sessions - extension of dance past midnight seemed to result (partially) in low attendance at Friday a.m. sessions.....! - participants did not seem to have any trouble making the schedule as planned
Consultants	- some lack of coordination when two CoMERC staff worked with one consultant - were very well-qualified in both content and manner of presentation - were highly committed to individualization and responsive to the participants

Consultants	- CoMERC needed more consistent information to consultants, including a prior orientation or checklist of information - orientation did function well to allow those present to meet CoMERC staff and each other and "focus their effort" - some consultants were overwhelmed by the workload (perhaps limit the number of sessions per day to three) - the concept of Resource Room was not clearly explained in some cases
Equipment	- generally well-functioning and adequate (with good cooperation from numerous projects!) - some confusion on what was needed where/when - tags tended to be lost (needed to have both stick-on and tag labels for ownership)
Recertification Credit	- excellent response (43 for University and 20 for Inservice) - needed more and clearer information on options available - requirements for university credit were not clearly stated
Evening Cultural Activities	- were very well-attended - seemed to be interesting to participants and led to involvement by most - many participants visited multiple activities each evening
End-of Day Sessions	- well-used by projects - timing seemed to facilitate idea-sharing but some were too tired to do so! - locations were suitable
Materials Display	- easily accessible and visible - used fairly extensively by participants - very few materials stolen but "freebies" went well

BY PARTICIPANTS

Feedback was elicited from the participants in various formal and informal ways. These are summarized below. Other feedback was volunteered and is included in Appendix C.

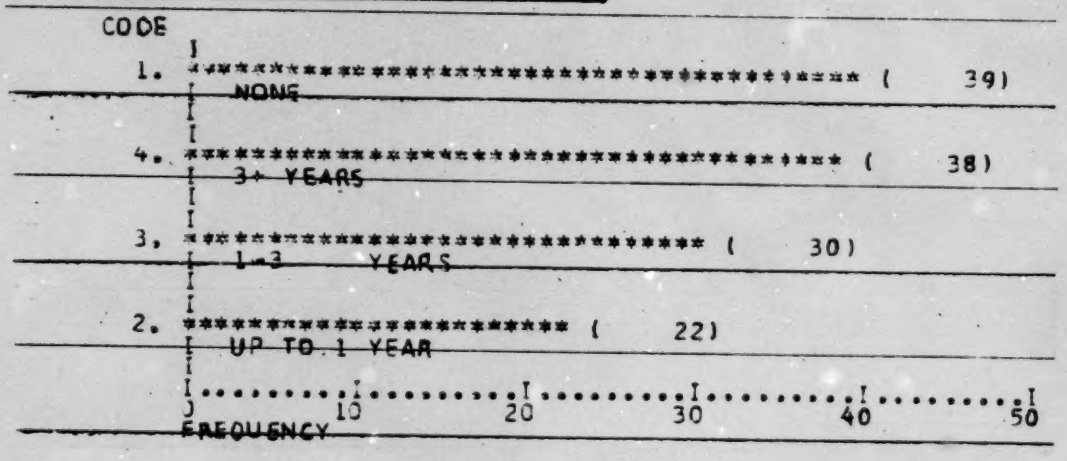
Evaluation Forms

Each person attending received an evaluation form (see Appendix A) in the packet and was asked (in the program and at meal sessions) to

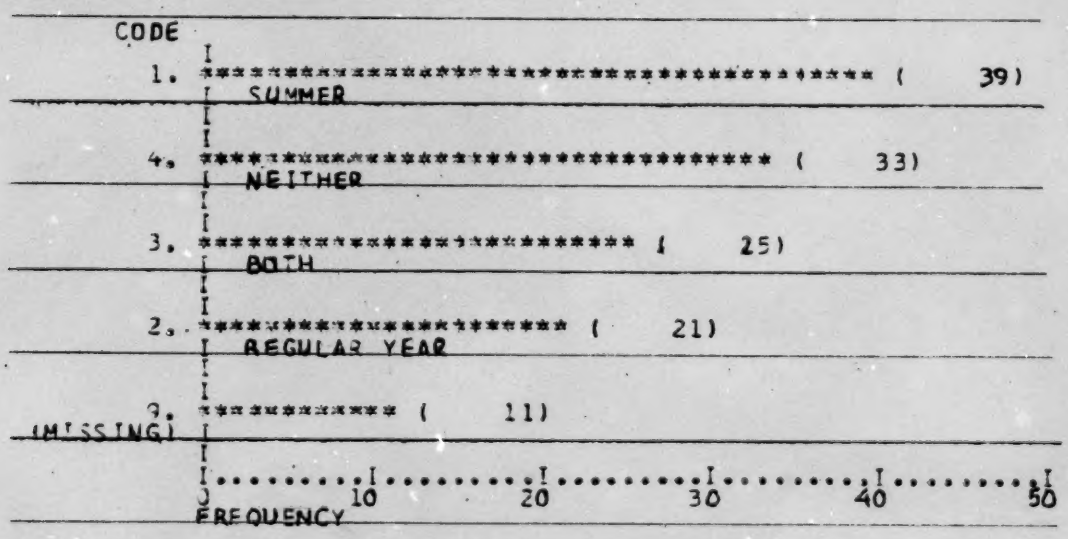
complete it and leave it in marked boxes. A total of 129 forms were received. This represents nearly 50% of those in attendance and is felt to provide a fairly good representation of opinion.

Description of respondents. The following graphs show the make-up of those who responded.

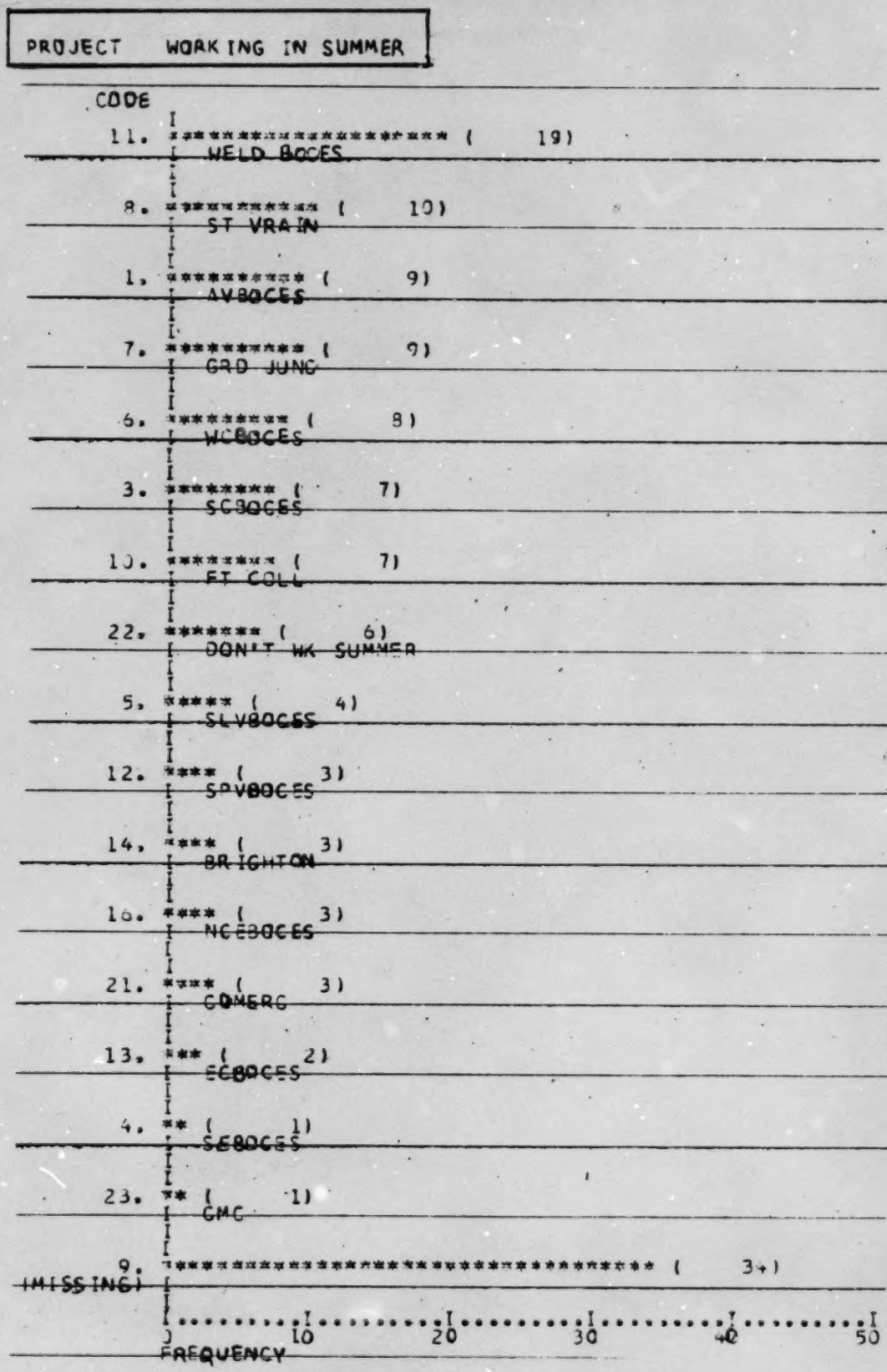
YRSWRKD YEARS WORKED WITH MIG ED



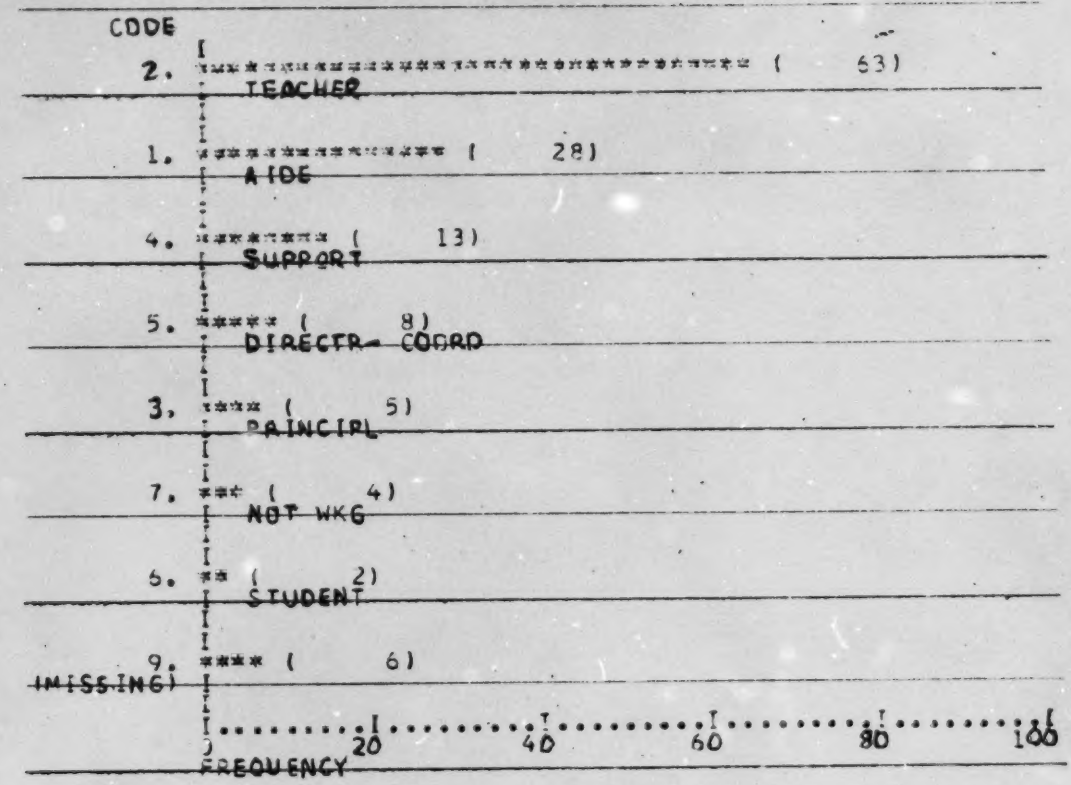
WHENWRKD SETTING PREVIOUSLY WORKED



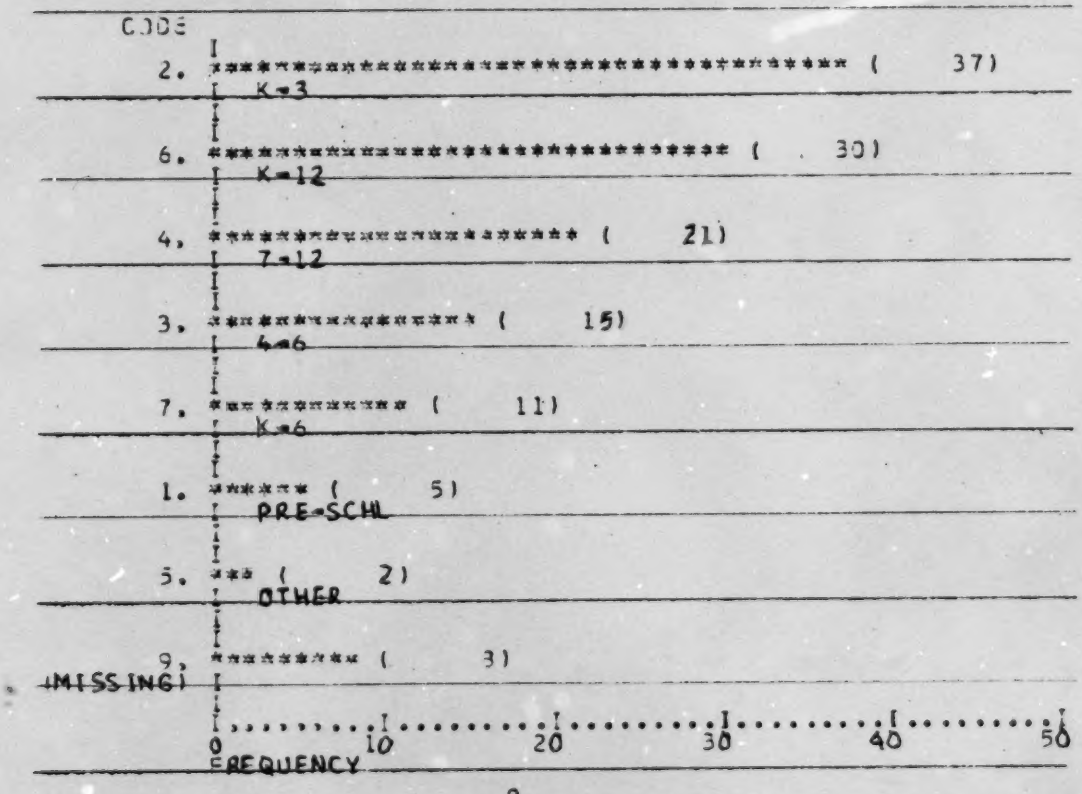
PROJECT WORKING IN SUMMER


CODE
11. WELD BOCES (19)
8. ST VRAIN (10)
1. AVBOCES (9)
7. GRD JUNC (9)
6. WCBOCES (8)
3. SCBOCES (7)
10. FT COLL (7)
22. DON'T WK SUMMER (6)
5. SLVBOCES (4)
12. SPVBOCES (3)
14. BRIGHTON (3)
16. NCEBOCES (3)
21. COMERG (3)
13. ECBOCES (2)
4. SEBOCES (1)
23. CMC (1)
9. (MISSING) (34)
0 10 20 30 40 50
FREQUENCY

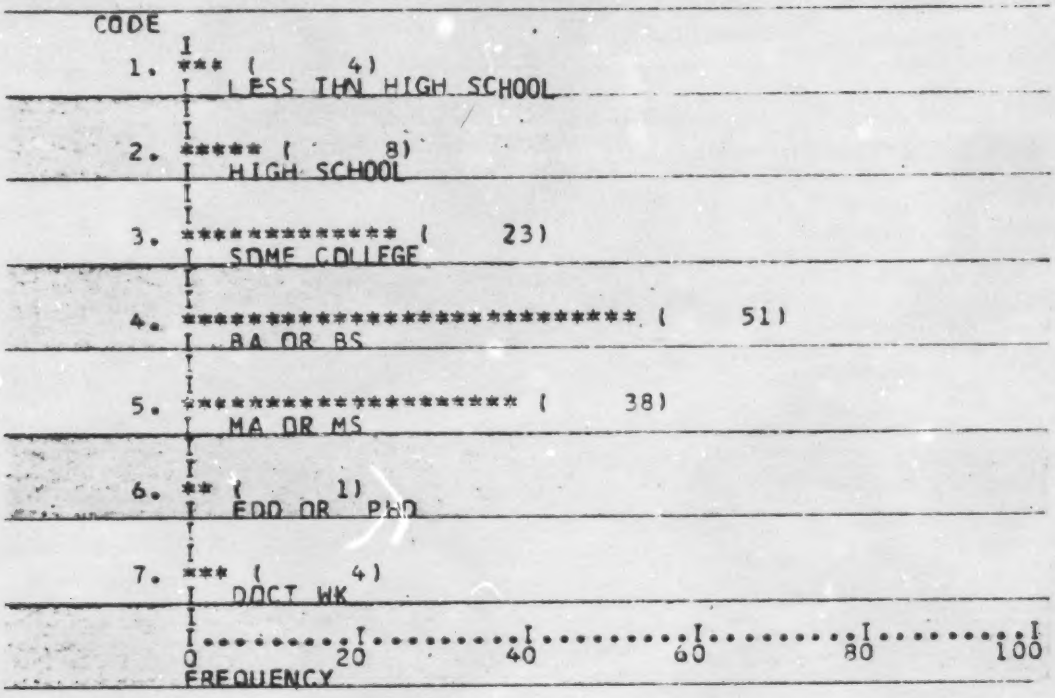
JOBTITL POSITION THIS SUMMER



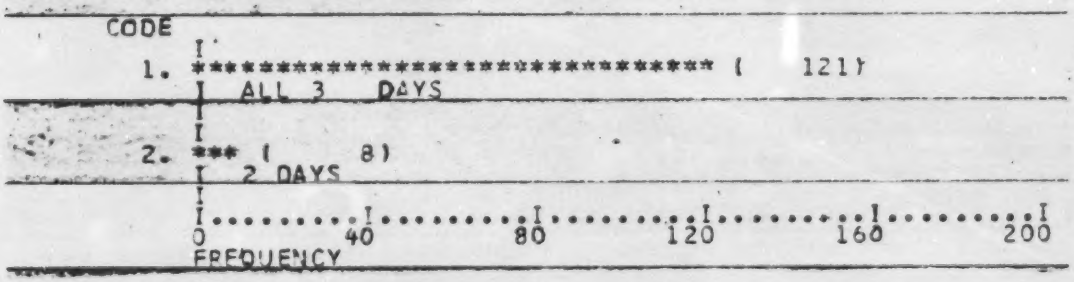
GRADE LEVEL ASSOCIATED WITH



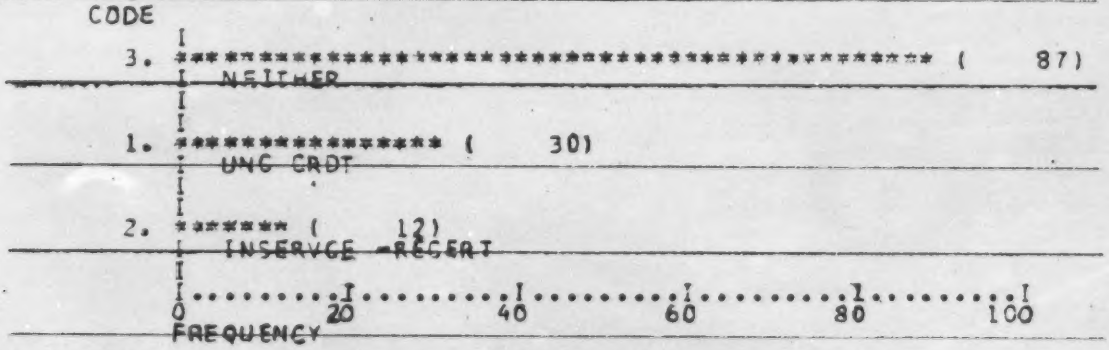
EDLEVEL HIGHEST EDUCA RECEIVED



DAYSTYD HOW LONG STAYED AT INST

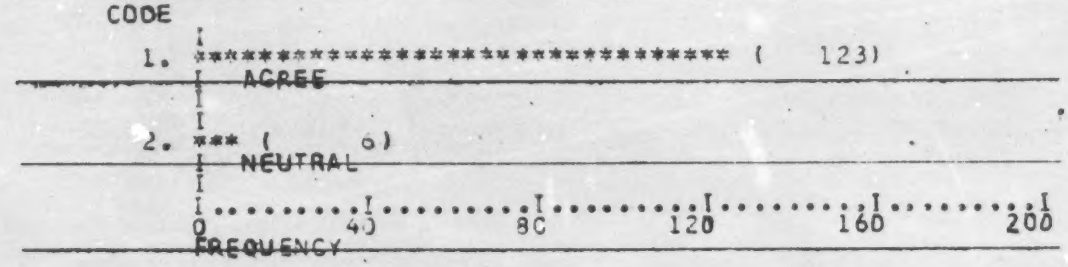


CREDIT REGISTERED FOR AT INST

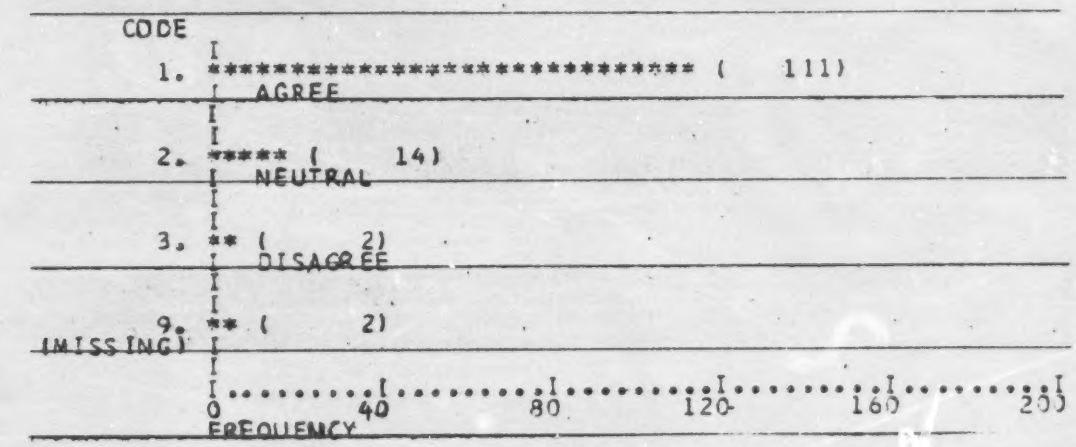


Ratings of general aspects. Respondents were asked to rate various aspects of the Institute, with the following results:

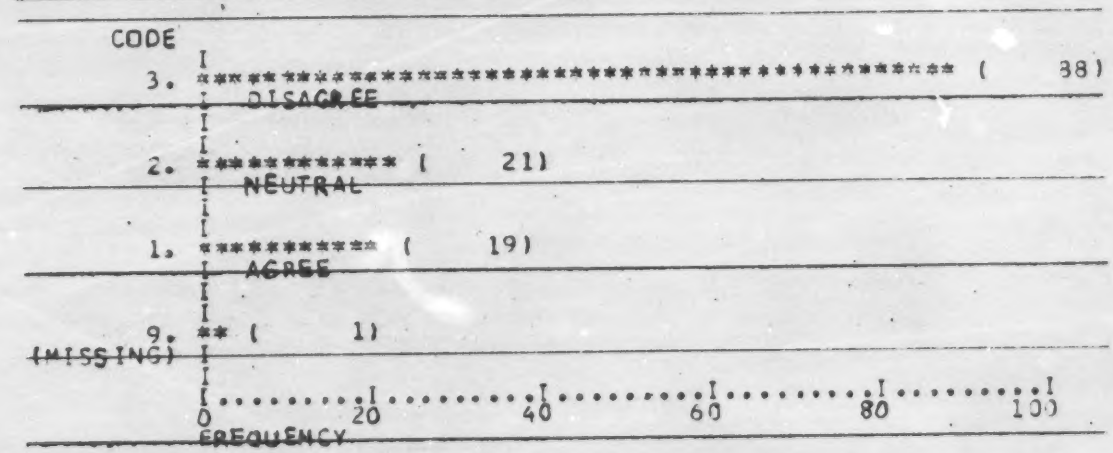
TOPCSLCT GOOD SELECTION OF TOPICS



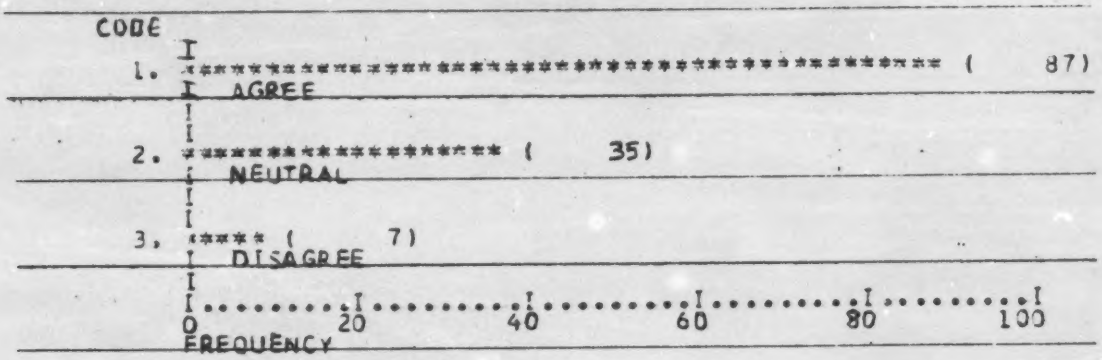
FORMATS APPROPRIATE TO MY LEARNING STYLE



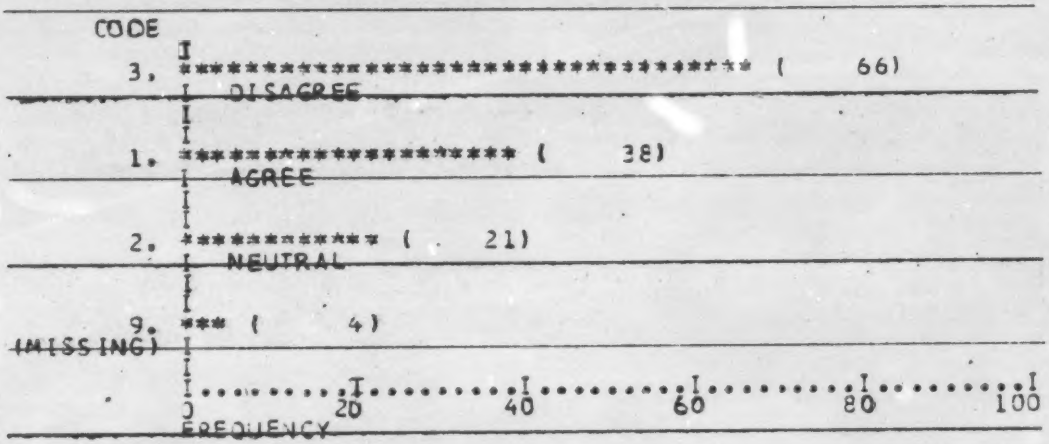
PROGRAM HARD TO USE OR FOLLOW



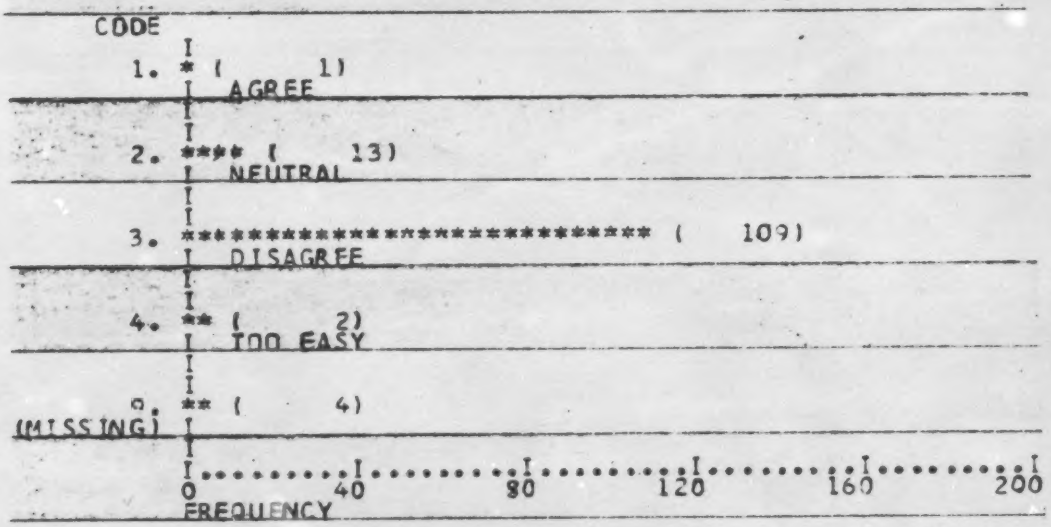
ABSTRACTS DESCRIBED SESSION CONTENT WELL



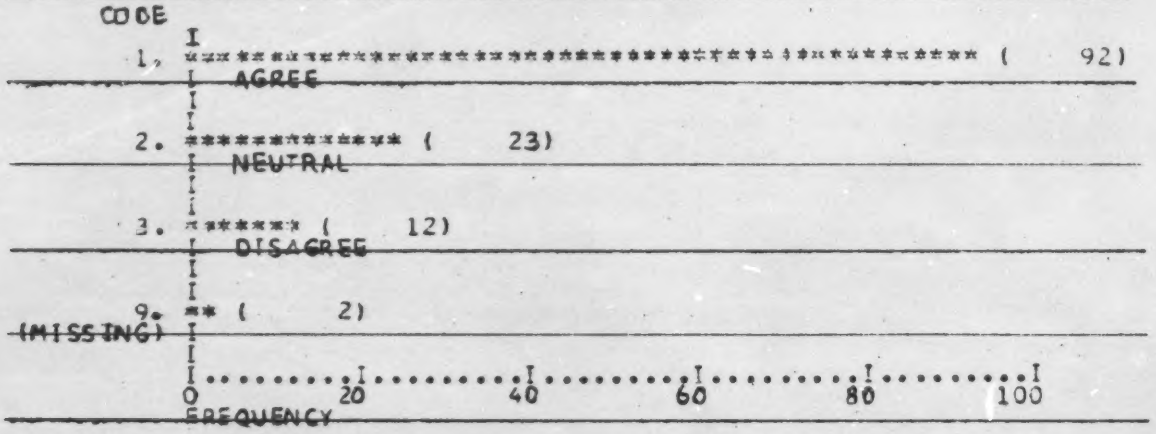
TICKETS HELPED ME GET SESSIONS I WANTED



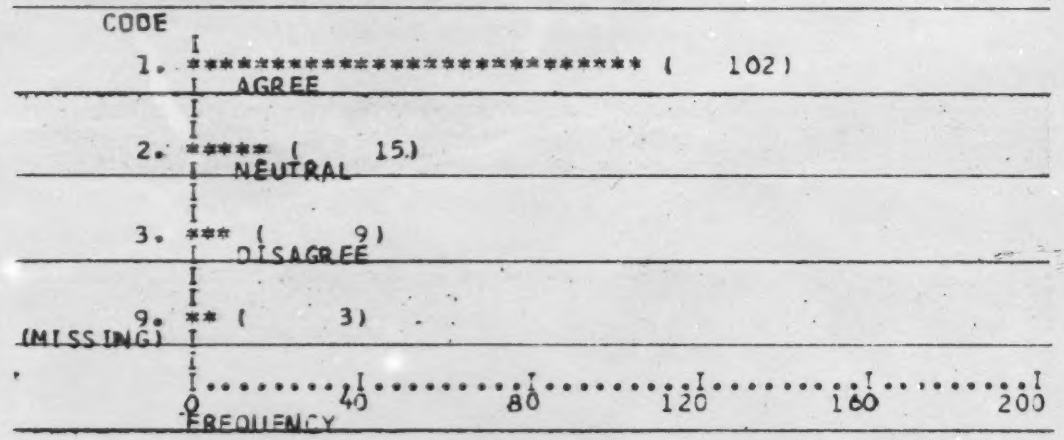
DIFLVL LEVEL OF SESSIONS WAS TOO ADVANCED



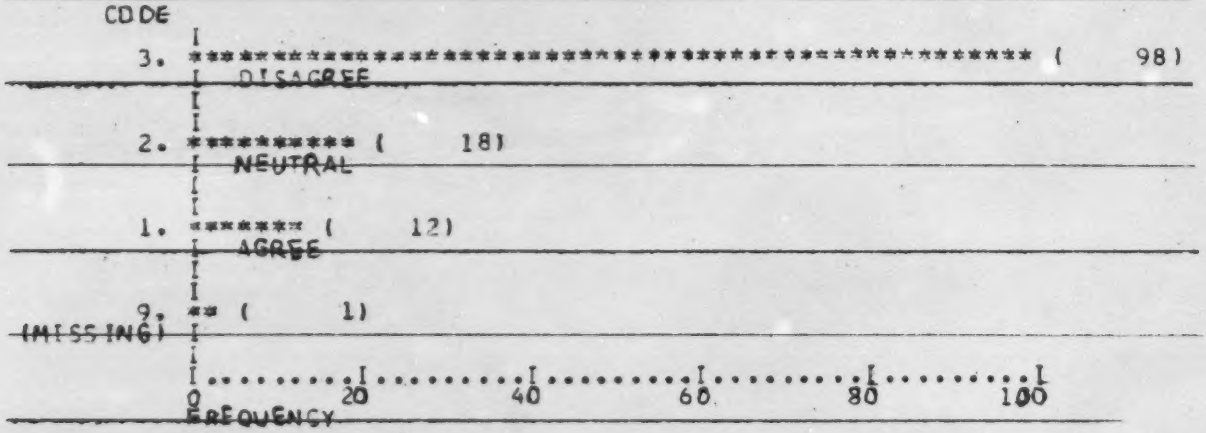
LOCATION <DILLON> WAS OK



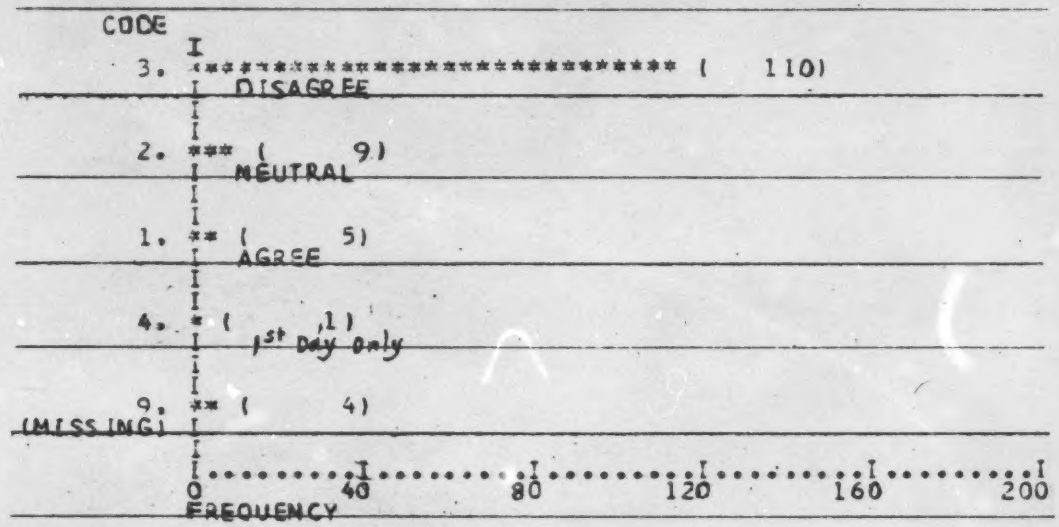
FACILITIES GENERALLY COMFORTABLE



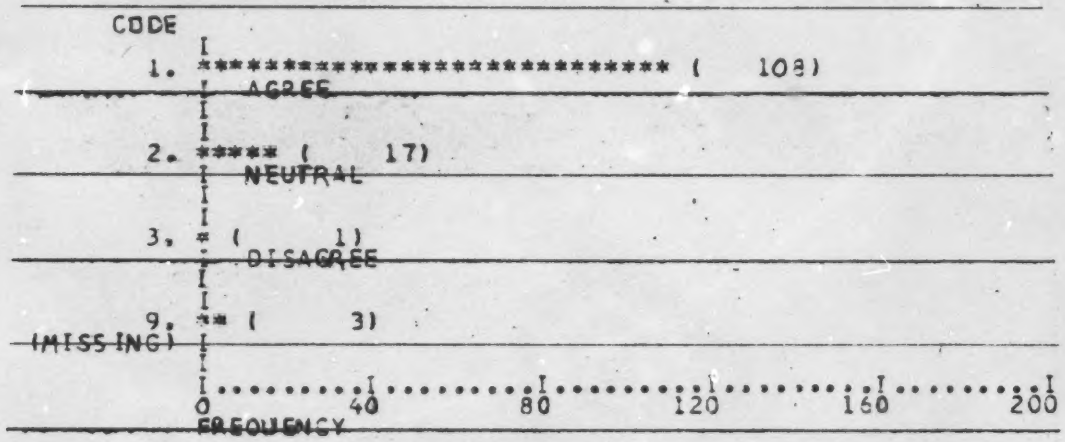
REGISTRATION PROCESS WAS CONFUSING



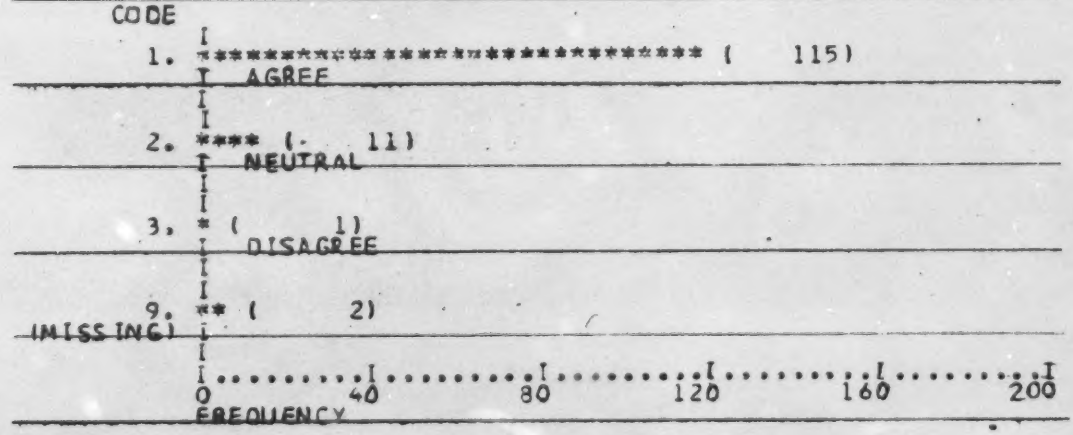
SIGNS FREQUENTLY COULD NOT FIND MEETING ROOMS



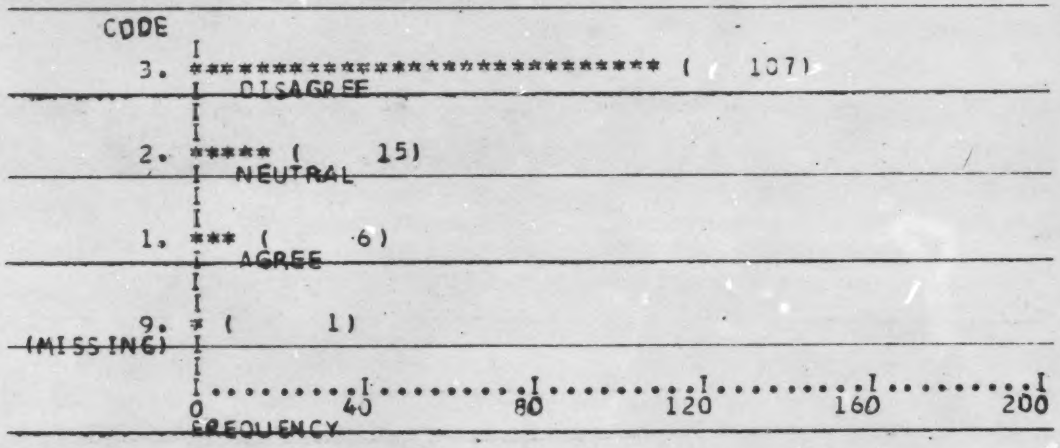
CMRCSTAF COMERC STAFF WERE HELPFUL



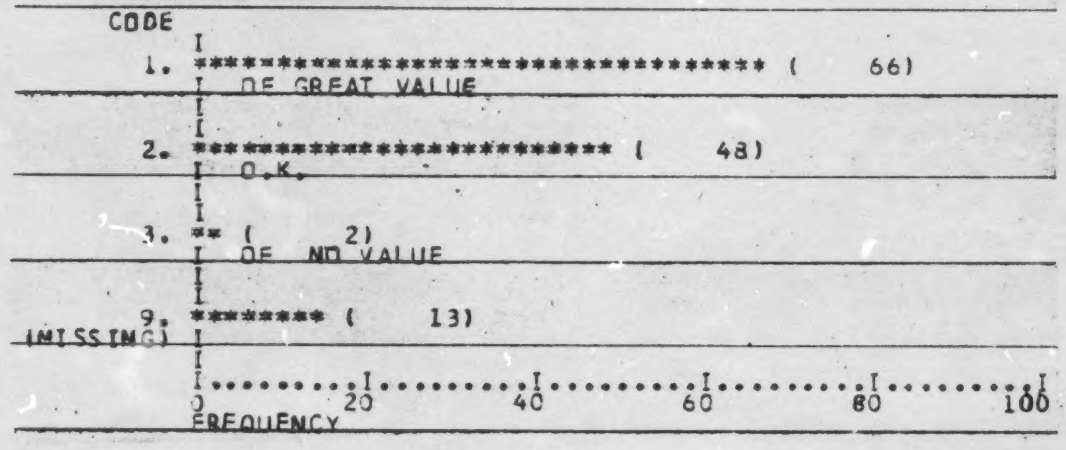
WHLSTATE LIKED STAFFS FROM WHOLE STATE TOGETHER



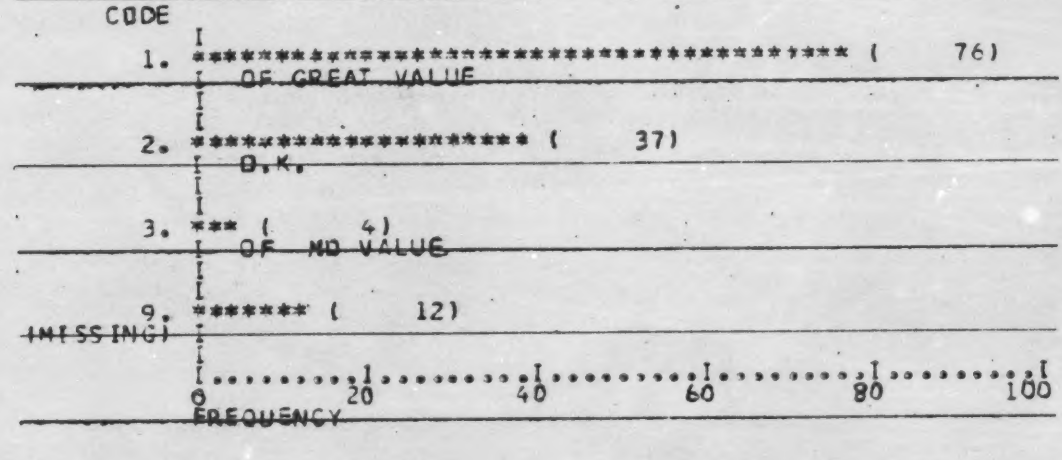
"NOCHES" GOT NOTHING OUT OF CULTURAL ACTIVITIES



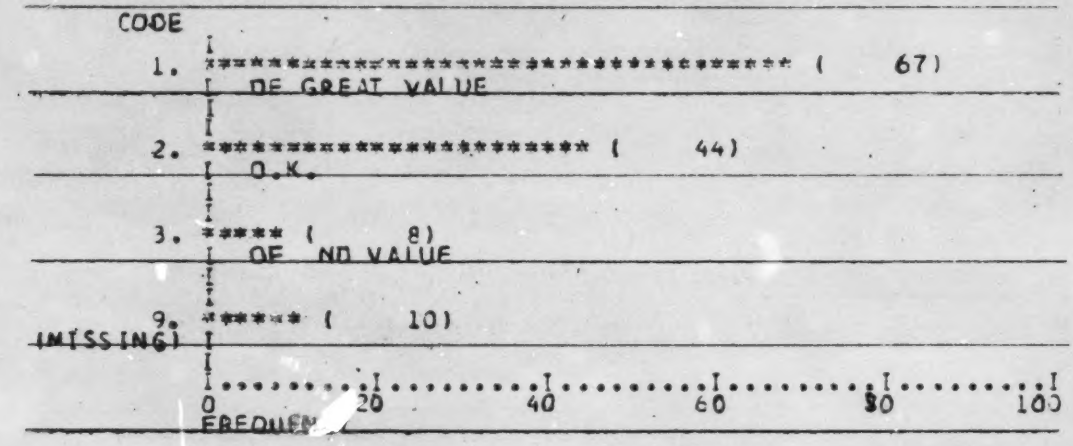
SONIA DE HUNT, KEYNOTE SPEECH <WED MORN>



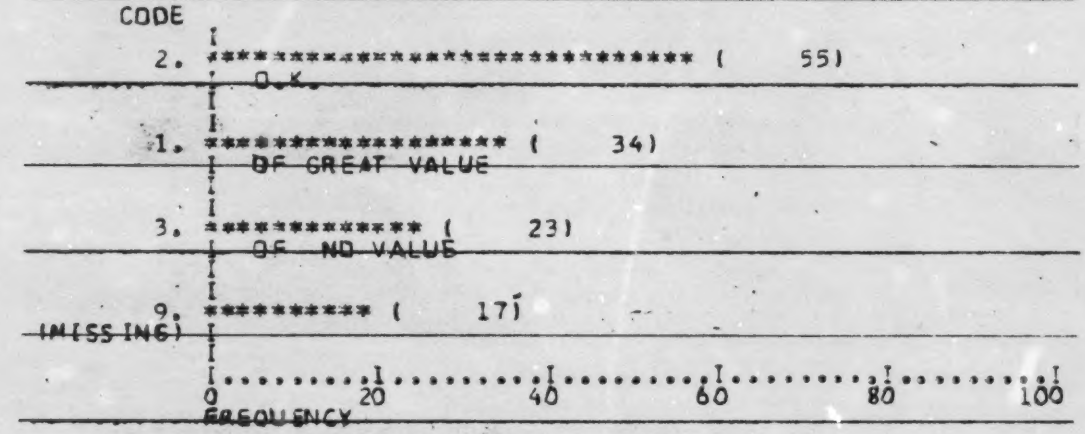
DEAVILA DEVELOPING COGNITIVE SKILLS <WED NOON>



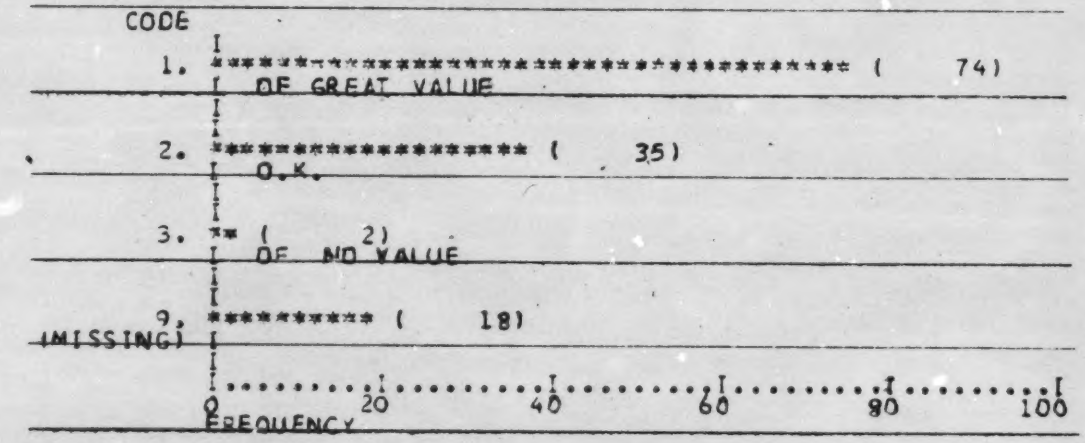
VIGIL HEMISPHERIC LEARNING STYLES <WED EVE>

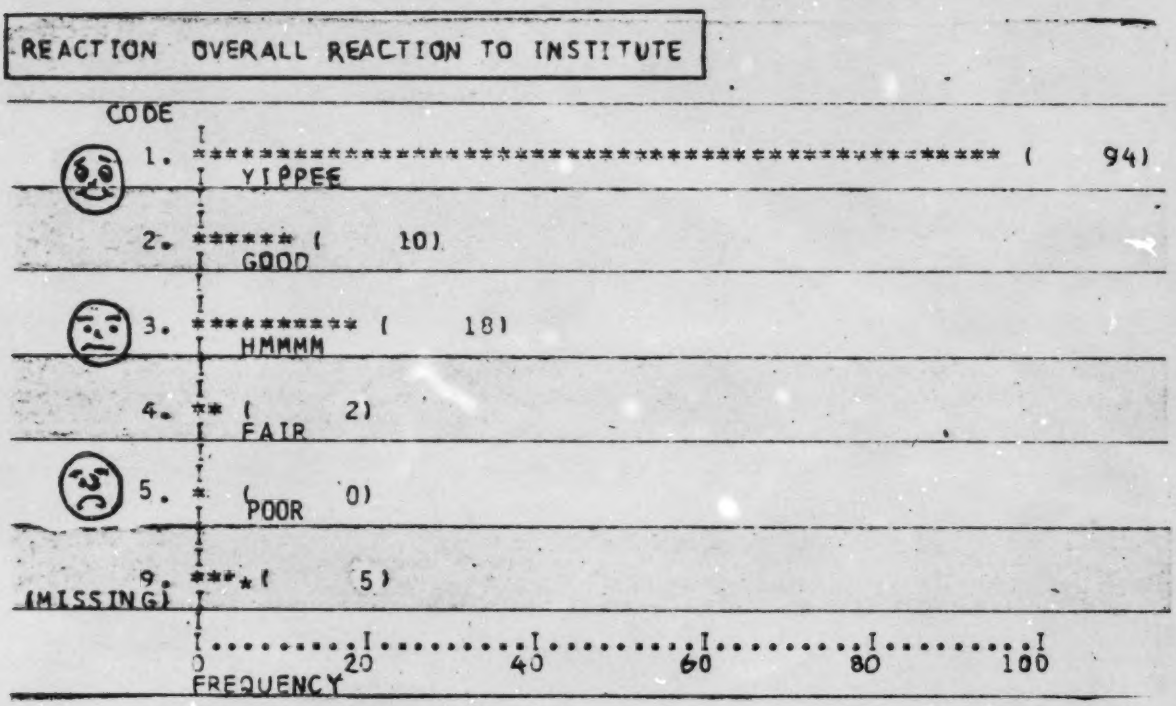


LUCERO MOTIVATION MAINTENANCE <THURS NOON>



NICOLETTI STRESS MANAGEMENT <THURS EVE>





Analysis of ratings.

In order to gain more information on how to structure future training, the various ratings were examined to determine patterns by respondent's experience, position and involvement in the Institute. The following statements reflect the results (actual crosstabulations are available from Mary Boynton at CoMERC).

1. Overall Reaction

a. The respondents who had the most positive overall reaction to the Institute tended to be

1) teachers
2) working with secondary level
3) BA level or above educationally
4) those who stayed all three days
5) those who took it for University credit
6) from South Central BOCES (Pueblo), San Luis Valley BOCES (Alamosa), West Central BOCES (Delta), Longmont, South Platte Valley BOCES (Brush), or Brighton.

b. The respondents who had the most neutral reactions (although still relatively few in number) tended to be

1) aides or support personnel (although 3/4 still were positive)
2) high school or "some college" educated
3) those who stayed two days only
4) from Grand Junction, Arkansas Valley BOCES (Rocky Ford), Weld BOCES (Eaton/Ft. Lupton), or East Central BOCES (Burlington).

c. No clear differences in reaction were noted based on

1) when the respondent had worked (Regular or Summer) or
2) number of years worked with migrant education

2. Topic Selection--Only six persons were neutral about the selection of topics and none were negative, so we cannot describe them in any conclusive manner.

3. Formats-- The 16 persons who were neutral/negative about the appropriateness of session formats, tended to be

   a. principals, support personnel, or directors/coordinators (more than aides or teachers)
   b. those with high school education
   c. from no particular project

4. Program--The persons who were neutral and/or negative about the usability of the program tended to be

   a. equally distributed across job positions (slight tendency for aides to have more problem)
   b. those with less than a BA education
   c. more prevalent in Arkansas Valley BOCES, East Central BOCES and Ft. Collins.

5. Abstracts--The abstracts of sessions seemed to describe the content more clearly for those

   a. with 3+ years experience in migrant education
   b. in teacher, rather than aide or support positions
   c. with greater educational background (MA +)
   d. from South Central BOCES and St. Vrain

6. Tickets--Two-thirds of the respondents felt the tickets did not help them get sessions they wanted. However, those who felt the tickets helped were more likely to be

   a. teachers and aides
   b. from South Central BOCES and Grand Junction

   The respondents who were most negative were from Arkansas Valley BOCES, San Luis Valley BOCES, Longmont, Fort Collins, and East Central BOCES.

7. Difficulty Level--Aides and persons with less than a B.A. were much more likely to be neutral about the level of sessions than were others.

8. Location--Respondents from Weld BOCES were most negative about the location, and those from South Platte Valley BOCES, Fort Collins, and Arkansas Valley were split, with others mostly positive.

9. Facilities--Greater dissatisfaction with the facilities was expressed by Fort Collins respondents than by others.

10. CoMERC Staff--Respondents from Arkansas Valley BOCES and Fort Collins were most neutral about information provision from CoMERC, while those who took the Institute for some type of credit were most positive.

11. Whole State--Respondents from Arkansas Valley BOCES, Weld BOCES and East Central BOCES were least positive about having staff from the whole state together.

12. Cultural Activities--Respondents who were least positive about the evening cultural activities tended to be

    a. from Grand Junction
    b. principals or support staff

13. Meal Speakers--Ratings of the five meal speakers had the following characteristics

    a. Sonia de Hunt's speech was of equal value to all groups except principals and respondents from Grand Junction.
    b. Ed de Avila's presentation on "Cognitive Skills" was of greatest value for those who had BA or above education, were not aides, and were not from Grand Junction.
    c. Dale Vigil's presentation was most neutral to aides and principals.
    d. ratings of Don Lucero's presentation did not show a consistent pattern.
    e. John Nicoletti's session seemed to be of greatest value to those with aide and support positions, and of lesser value to those from Fort Collins, Weld BOCES, San Luis Valley BOCES, and South Platte Valley BOCES.

Best sessions. Following is a listing of the sessions indicated as "Best" by respondents and the aspects which made them so good (in this format):

Presenter's Name(s) "Topic"	____10 (Number listing it as one of the best) _____40 (Total number who attended that topic) Practical or hands-on (Reasons given for "what Discussion/Interaction made it so good"--with Handouts frequency) Well prepared
Anita Ratliff "Techniques and Approaches to Teaching Reading (Language Experience Approach)"	___10 _____40 Practical or hands-on (3) Well prepared (2) Variety of approaches, new ideas (2) Knowledge/Information presented (2)
Carolyn Nelson, Pat Vaughn "ESL Make and Take"	___10 _____40 Practical or hands-on (3) Discussion/Interaction (2) Variety of approaches, new ideas (2) Handouts & knowledge & enthusiasm (2)

Sonia de Hunt
"Secondary Education Activities and Techniques"

6
25

Practical or hands-on (3)
Knowledge/Information presented (2)
Well prepared (1)

Sonia de Hunt
General

28
120

Instructor's personality, enthusiasm (8)
Variety of approaches, new ideas (6)
Handouts & knowledge & enthusiasm (6)
Knowledge/Information presented (4)
Well prepared (1)

Teresa Garcia
"Using Native Language for Instruction"

20
90

Discussion/Interaction (5)
Instructor's personality, enthusiasm (4)
Handouts & Knowledge & Enthusiasm (3)
Variety of approaches, new ideas (2)
Knowledge/Information presented (2)
Practical or hands-on (2)

Ernesto Jiron
"Outdoor Education"

2
12

Instructor's personality, enthusiasm (1)
Well prepared (1)

Kathleen Mata
"Finger Math"

13
84

Well prepared (3)
Discussion/Interaction (2)
Variety of approaches, new ideas (2)
Practical or hands-on (2)
Handouts (1)
Knowledge/Information presented (1)
Handouts & knowledge & enthusiasm (1)

Jennie Velasquez-Wilson
"Cultural Bias in Materials"

12
80

Knowledge/Information presented (6)
Instructor's personality, enthusiasm (3)
Discussion/Interaction (2)
Handouts (1)

Jeri Medina
"Developing IEP's"

6
40

Instructor's personality, enthusiasm (3)
Variety of approaches, new ideas (1)
Practical or hands-on (1)

Roger Rugg
"Hands-On Math"

19
130

Handouts & knowledge & enthusiasm (6)
Variety of approaches, new ideas (5)
Practical or hands-on (5)
Instructor's personality, enthusiasm (1)

Dennis Vigil
"Interest Centers"

13
90

Knowledge/Information presented (4)
Instructor's personality, enthusiasm (2)
Well prepared (2)
Discussion/Interaction (2)
Variety of approaches, new ideas (1)
Handouts & knowledge & enthusiasm (1)

Juan Ramirez
"Training for Trainers"

35

Knowledge/Information presented (4)
Practical or hands-on (1)

Jeri Medina, Ann Obrzut,
Jennie Velasquez-Wilson
"Special Needs Children"

10
75

Instructor's personality, enthusiasm (2)
Well prepared (2)
Knowledge/Information presented (2)
Variety of approaches, new ideas (1)
Practical or hands-on (1)

Barbara Casey
"ESL - Attribute Cards"

6
50

Knowledge/Information presented (2)
Practical or hands-on (2)
Variety of approaches, new ideas (1)
Handouts & knowledge & enthusiasm (1)

Christine Ewy
"Integrating ESL into the
Content Areas"

8
80

Variety of approaches, new ideas (3)
Handouts & knowledge & enthusiasm (2)
Practical or hands-on (2)
Knowledge/Information presented (1)

Edward de Avila
"Language Assessment"

_ 5
_____50

Well prepared (3)
Variety of approaches, new ideas (1)
Knowledge/Information presented (1)

John Hoffman
"Reading Resource Room"

_ 5
_____60

Handouts & knowledge & enthusiasm (2)
Discussion/Interaction (1)
Variety of approaches, new ideas (1)
Knowledge/Information presented (1)

Robert Mata, Richard Rangel
"MSRTS/SIS"

__ 8
_____ 100

Knowledge/Information presented (5)
Practical or hands-on (3)

Dale Vigil
"Learning Modalities"

___ 12
_____150

Knowledge/Information presented (5)
Instructor's personality, enthusiasm (2)
Well prepared (2)
Handouts & knowledge & enthusiasm (2)
Practical or hands-on (1)

John Hoffman, Stella See
"Reading: Diagnosis and
Prescription"

___10
_____ 135

Well prepared (3)
Variety of approaches, new ideas (2)
Knowledge/Information presented (2)
Handouts (1)
Practical or hands-on (1)

Christine Ewy
"Advanced ESL"

___9
_____ 135

Well prepared (3)
Knowledge/Information presented (2)
Handouts & knowledge & enthusiasm (2)
Practical or hands-on (2)

José Córdova
"Language Assessment Practicum"

_3
_____ 45

Practical or hands-on (3)

25

Sonia de Hunt, Mary Boynton "Language Assessment"	-1 _____16 Discussion/Interaction (1)
Teresa Garcia "Reading Make and Take"	__ 6 _____ 100 Practical or hands-on (3) Discussion/Interaction (2) Handouts & knowledge & enthusiasm (1)
Joseph Parent, Mary Boynton "Summer Evaluation"	-1 _____ 18 Knowledge/Information presented (1)
Panel "Family Night"	_2 _____ 60 Discussion/Interaction (1) Variety of approaches, new ideas (1)
Anita Cooper "Basic ESL techniques"	_ 4 _____135 Well prepared (2) Practical or hands-on (2)
Bernie Martinez, Euvaldo Valdez "Secondary Educational Alternatives"	-1 _____ 35 Variety of approaches, new ideas (1)
Kathleen Mata "Paraprofessionals in the Classroom"	-1 _____108 Knowledge/Information presented (1)
"Make and Take" (in general)	__ 6 Variety of approaches, new ideas (2) Practical or hands-on (2) Knowledge/Information presented (1)
"End of Day Sessions"	- 1 Discussion/Interaction (1)
All sessions!	__8 Practical or hands-on (3) Well prepared (1) Handouts & knowledge & enthusiasm (1)

Least good sessions. Although many respondents declined to use the term "worst," there were some sessions that were listed as not being as good as others (in the following format):

Presenter's Name(s) "Topic"	____2 (Number listing it as one of the worst) _____12(Total number who attended that topic) Old material Not applied/No activity Involvement low Not relevant to me (Reasons given for "what made it so bad"--with frequency)

Ernesto Jiron "Outdoor Education"	_2 ___12 Old material (1) Aggravating Content ("carving on trees") (1)
Anita Cooper "Basic ESL"	____ 16 _____135 Boring Presentation (6) Old material (5) Not applied/No activity (1) Involvement low (1) Seemed unprepared (1)
Edward de Avila "Language Assessment: Resource"	_1 ___10 Involvement low (1)
Jeri Medina "Secondary Education:IEP's"	_ 4 _____40 Not relevant to me (1) Not applied/No activity (1) Seemed unprepared (1) Didn't stay on topic (1)
Dennis Vigil "Interest Centers"	__ 8 _____ 90 Failed to show up (4) Old material (3) Not applied/No activity (1)
José Córdova "Language Assessment Practicum"	_ 4 _____45 Old material (1) Physical environment (1) Not applied/No activity (1)

Juan Ramirez
"Training for Trainers"

2
35
Old material (1)

Joseph Parent, Mary Boynton
"Summer Evaluation"

1
18
Involvement low (1)

Panel
"Family Night"

3
60
Didn't stay on topic (2)
Not applied/No activity (1)

Carolyn Nelson, Pat Vaughn
"ESL Make and Take"

2
40
Not applied/No activity (1)
Didn't stay on topic (1)

Jennie Velasquez-Wilson
"Cultural Bias in Materials"

3
80
Old material (1)
Not relevant to me (1)

Dale Vigil
"Learning Modalities"

5
150
Old material (2)
Involvement low (1)
Didn't stay on topic (1)
Boring Presentation (1)

Stella See
"Reading: Resource and Practicum"

1
30
Seemed unprepared (1)

Kathleen Mata
"Finger Math"

2
84
Seemed unprepared (2)

Sonia de Hunt
"First Language Development"

2
120
Not applied/No activity (2)

Christine Ewy
"Advanced ESL"

2
135
Old material (1)
Not to me (1)

Robert Mata, Richard Rangel "MSRTS/SIS"	1 100 Old material (1)
Kathleen Mata "Paraprofessionals in the Classroom"	1 108 Boring Presentation (1)
John Hoffman, Stella See "Reading: Diagnosis and Prescription"	1 135 Seemed unprepared (1)
"Lectures"	1 Old material (1)
None	23

Recommendations for future training/follow-up. Respondents listed the following topics as needing expanded coverage time (in order of frequency):

Make and Take (11)
Family Night Planning (5)
MSRTS/SIS (3)
Art (2)
Math (2)
Reading Theory (2)
ESL- all (2)
Secondary Education Ideas (2)
Language Experience Approach to Reading (1)
Teacher Input/Thinking (1)
Teresa Garcia's (1)
Finger Math (1)
Behavior Problems/Enhancing Self-Concept (1)
Stress Management (1)
Reading Make and Take (1)
Adequate Scope and Sequence (1)
Criterion-referenced Testing (1)
First Aid (1)
Hemspheric Learning Styles (1)
PE/Recreation (1)
Survival ESL (1)
IEP's (1)
Child Selection of Material (1)
Sonia de Hunt's (1)
ESL in Content Area (1)
Differentiate Between Special Needs and Linguistically Different Child (1)
Administration Responsibilities in the Summer (1)
Accountability (1)
All (1)

Forty-nine respondents indicated they planned to follow up with one or more consultants during the summer, as follows:

Yes, not specified (8)
Sonia de Hunt (8)
Dale Vigil (6)
Jeri Medina (6)
Jennie Velasquez-Wilson (5)
John Nicoletti (3)
Peg McReynolds (3)
Mary Boynton (2)
CoMERC (2)
Kathleen Mata (2)
Barbara Casey (2)
Dennis Vigil (2)
Robert Mata (2)
Anita Ratliff (1)
Stella See (1)
Rich Rangel (1)
Edward de Avila (1)
Any in our area (1)
CDE (1)

Suggestions for fall training took the following forms in answer to: "What sessions would you like to see added?"

Yes - "want to attend" (5)
More Advanced ESL (5)
Make and Take (Resource Book) (4)
None (3)
Games (3)
Classroom Control (3)
Music (3)
Math (2)
Language Development (2)
Health Education Needs of Migrants (2)
Social Studies (1)
Reading for Intermediate Grades (1)
Psychological Sessions (1)
Ditto Machines (1)
Stress Management (1)
Gathering Data for Parents (1)
Teacher Exchange/Discussion (1)
Math Make and Take (1)
Special Aide Training (1)
Training for Monolingual Teachers (1)
Values Clarification (1)
Different Learning Theories (1)
Kids with Learning Problems (1)
Sessions for Experienced Teachers (1)
Techniques for Making Centers (1)
Speech Therapy (1)
Parent Training (1)
Creative Writing (1)
Integrate Science, Math, and Social Studies in Regular Year (1)

"What changes in format would you want to see?"

None (6)
Better ticket arrangement (18)
Better food (mainly breakfast) (6)
Less speakers (6)
Shorter sessions (4)
Shorter Institute (3)
Better organization (2)
Combine theory and Make and Take (2)
More materials sharing (1)
Separate elementary and secondary (1)
Focus on child need more (1)
Explain Make and Take better (1)
More flexible time (1)
Conduct in language people understand (English) (1)
Longer Institute (1)
Less people in each session (1)
Longer session times (1)
Consultant stay in same room (1)
Two days in Spring (one follow-up in Summer) (1)
Teatro less political (1)
More meal entertainment (1)
Better abstracts (1)
More physical activity (1)

"What else could CoMERC do to make it a valuable experience?"

Nothing (9)
Better food (10)
More room for meals/sessions (6)
More accessible location (5)
More for experienced teachers (2)
More participation (2)
Facilitate sharing (2)
Move films to better room (1)
Follow-up (1)
More materials for centers (1)
Include aides (1)
Add Bingo night (1)
More chance to meet other staffs (1)
Earlier mailing of packet (1)
Less meal speakers (1)
Have handouts from sessions available for pick-up (1)
Improve key speaker's delivery (1)
Structure follow-ups better (practicum/resource/etc.) (1)
Involve parents (1)
Video-tape sessions (1)

Reaction Papers

Participants who registered for the Institute for UNC credit were required to write a reaction paper on one or more sessions attended.

Copies of 18 of the papers were received at CoMERC and they contained two types of information:

1. Reviews of 20 of the sessions varied from outlines of information presented through evaluations of the ideas discussed to analyses of usability for the author. Most persons seemed to use the reaction paper as a means to organize their thoughts from one or a set of sessions--and then to highlight ways they could incorporate the material into their own day-to-day functioning. Specific feedback on these sessions should prove useful to the presenters.
2. Many of the papers provided general feedback on the Institute as follows:
   - material presented was very relevant (7)
   - one of the finest "conferences" ever attended (5)
   - good variety of topics (4)
   - provided opportunity for self-growth (3)
   - very well organized (3)
   - strong emphasis on being sensitive to learning modalities/need for thorough explanation of concepts (3)
   - innovative techniques/knowledgable presenters (2)
   - provided for morale-building/encouragement among and between staffs (1)
   - ideas will be useful in regular year classroom (1)
   - increased my understanding of migrant education (1)
   - allowed for varying levels of involvement by participants (1)
   - tried to cover too much in too little time (1)

Discussions During Summer Visits

As CoMERC staff have made visits to the summer program sites, we have gotten further reactions from staff. Most reactions echoed those reflected on the evaluation forms and reaction papers. However, the following additional comments were made:

- need to include "special" personnel (especially health team members)
- Institute did serve to develop cohesiveness among staff
- the concept of the Resource Room was not understood or taken advantage of as planned
- requirements for UNC credit were not clear
- further practice on MSRTS forms would have been helpful
- new people needed more practicum-oriented ESL training
- some projects would have preferred training in May with follow-up in June (to allow more time for "sink-in" and materials development)
- the session on Special Needs Children needed to be less technical, more idea-oriented and include more on physical aspects

BY CONSULTANTS

Following is a summary of the feedback received from consultants in response to a questionnaire sent out in mid-July.

Mailed: 25
Received: 21

CONSULTANT FEEDBACK FORM
CoMERC SUMMER INSTITUTE
JUNE 10-12, 1981
FRISCO, COLORADO

	AGREE	NEUTRAL	DISAGREE
A. CATEGORY: PREPARATION			
1. Methods used by CoMERC to contact me to serve as a consultant for the Institute were appropriate.	20	1	

2. I received the following from CoMERC (check either YES or NO):

YES	NO	
		I was contacted for my services by:
15	1	phone call
17	1	letter
12		personal contact
		other _____
		CoMERC Inservice Preparation Worsheet for each session I was
18	1	presenting
		Confirmation of acceptance (contract) as a
21		consultant
		A copy of the session
17	1	abstracts

3. I understood the conditions of my contract as far as (check either YES or NO):

18	2	payment
17	1	additional expenses
15	3	number of presentations to be given

If not, indicate what areas were unclear to you: nature of audience (1), number of sessions (1) amount of payment (4), timing of payment (2)

4. CoMERC provided me with sufficient information concerning the dates and location of the Institute.	21		
5. CoMERC was very helpful in assisting me with materials and handouts for my session(s).	20	1	

CoMERC CONSULTANT FEEDBACK FORM

	AGREE	NEUTRAL	DISAGREE
A. CATEGORY: PREPARATION (CONT.)			
6. I would have liked more input into the format for my sessions (e.g., lecture, practicum, resource, make and take)	7	5	8

7. Additional comments you have concerning the PREPARATION category:

Well organized (2), Attentive CoMERC staff (3), Confusion on sessions (5) Would like evaluations (1), Problem with length of session (2), More information on audience (1)

B. CATEGORY: CoMERC/CONSULTANTS' MEETING

1. I attended the meeting for consultants on the evening of 6/9/81.

10 YES 11 NO

2. I was unable to attend the meeting, but I received sufficient orientation from a CoMERC staff member upon my arrival.

10 YES 1 NO

(IF YOU DID NOT ATTEND THE CONSULTANTS' MEETING, PLEASE MOVE ON TO SECTION C: REGISTRATION.)

3. The time for the meeting was appropriate.	7	1	2
4. The length of the meeting was appropriate.	8	1	
5. CoMERC staff provided me with sufficient information concerning the goals and objectives of the Institute.	10		
6. I liked the opportunity to find out who other consultants were and what they would be presenting at the Institute.	9	1	
7. The tour of the facilities was of value to me.	8	1	

8. Additional comments you have concerning the CoMERC/CONSULTANTS' MEETING category:

Wasn't told about it (2)

More social time needed (1)

Earlier or later (2)

CoMERC CONSULTANT FEEDBACK FORM

	AGREE	NEUTRAL	DISAGREE
C. CATEGORY: REGISTRATION			
1. I appreciated CoMERC making my reservations and taking care of meals.	20		
2. I did not have any problems securing my packet upon arrival at the Institute.	21		

3. I was aware that consultants could register for university credit or recertification.

   13 YES 7 NO

4. Additional comments you have concerning the REGISTRATION category:

   Good/Well Organized (4)

   Problem with tickets (2)

   Consultants could not attend sessions (no time) (1)

D. CATEGORY: INSTITUTE PACKET			
1. The program was hard to use	2	3	15
2. The abstract(s) for my session(s) described my presentation as I wanted.	16	3	1
3. The session grids were understandable.	14	4	1

4. I made use of the following materials found in my packet (please check):

   11 flyers 11 newsletter
   8 pointer 8 suggestions for attending sessions

5. Additional comments you have concerning the INSTITUTE PACKET category:

   Fine/well done (4)

   More description of sequencing (1)

   Parent input needed (1) Add "Ideas" from projects (1)

E. CATEGORY: SESSIONS			
1. My overall "work schedule": (number of times I presented, attending other sessions, etc.) was good.	14	2	5
2. The ticket arrangement was helpful as were the ticket-takers.	6	5	8

CoMERC CONSULTANT FEEDBACK FORM

	AGREE	NEUTRAL	DISAGREE
E. CATEGORY: SESSIONS (CONT.)			
3. Posters by room entrances and locational signs were useful to me.	18	2	
4. The amount of time available for my session(s) was sufficient.	12	3	6
5. I felt participants understood the differences among lecture, practicum, resource, and make-and-take sessions.	15	1	3

6. Additional comments you have concerning the SESSIONS category:

Presented too many sessions (4) Appreciated limiting number (1)

Good variety (4)

Poor Set-up/restrictions (6) Changed rooms too much (4)

F. CATEGORY: FACILITIES			
1. Audio-visual equipment was there when I needed it.	18	2	
2. The type of audio-visual equipment I needed was available to me.	19	2	
3. The rooms where I presented were suitable to my presentation style.	12	5	4
4. My sleeping accomodations were comfortable.	19		1
5. I found the staff at the Holiday Inn to be congenial.	18	2	
6. I found the staff at the Holiday Inn to be cooperative.	18	2	

7. Additional comments you have concerning the FACILITIES category:

Great (4)

Bigger blackboard needed (1)

Rooms near pool were humid (1) Sleeping rooms were quiet (1)

G. CATEGORY: PARTICIPANTS

Rarely do consultants get an opportunity to express their feelings about overall receptiveness of the participants. Here is your chance to share with us your observations. You may wish to consider: enthusiasm, energy, appropriateness of background for your session(s), etc. We assure confidentiality, so write on!

CoMERC CONSULTANT FEEDBACK FORM

G. CATEGORY: PARTICIPANTS (CONT.)

Good group (enthusiastic/motivated/receptive) (6)

Lack of maturity/sensitivity/interest (3)

Asked good questions/shared ideas (3)

CoMERC prepared me well (1)

Variety of backgrounds (1)

Wanted more hints/less theory (1)

	AGREE	NEUTRAL	DISAGREE
H. CATEGORY: FOR THE RECORD			
1. I learned from the evening cultural activities.	14	5	1
2. Luncheon and dinner speakers provided me with relevant information.	14	3	
3. I was able to attend other sessions when I was not presenting.	10 YES	11 NO	
4. The location for the Institute was good.	17	3	
5. The type of food served was appropriate.	11	3	4

6. Additional comments you have concerning the FOR THE RECORD category:

Poor food/dusty (3), Excellent overall (3), Good location/food (2), Too many meal speakers (2), Provide follow-up (1), Needed to address cutbacks (1), Let presenters attend sessions (1)

I. CATEGORY: ON THE LIGHTER SIDE (THE HA! HA! SECTION!)				
1. Someone told me the sun had risen and set three times while I was in Frisco.	5	3	1	- No one knew! - Did they tell you?
2. I was the one who "borrowed" the [illegible] tickets from the posters so I could attend the sessions.	3	2	5	- No, couldn't sell! - Didn't know where I was anyway!
3. It would be good if CoMERC would invest in rollerskates for the next time.	8	1	1	- escalators - golf carts
4. I never could figure out how to use the elevator to get to the third floor suite.	4	2	2	- Who/what was there? - Got lost on day 2!
5. We still have a few things to learn about having sessions on Friday afternoon.	10			- Indeed! - At least there weren't any on Friday night!!

THANK YOU VERY MUCH!!!

IMPACT AND COST FACTORS

In the long run the most telling question to be answered by this evaluation effort is "Was the Institute worth it"? The issue of worth needs to take into account cost factors as well as benefits of a lasting nature. Probably the best measure of benefit in this case is the impact on participants.

The following indicators would seem to point to a conclusion of no impact:

- from CoMERC's observations during the summer, there was minimal evidence in most sites of active usage of techniques/ideas from the Institute
- many staff indicated they had not been able to implement ideas due to lack of time/materials.

However, this conclusion is modified by a finding that many of the more experienced teachers did appear to be putting Institute-related techniques into effect. Since this confirms feedback at the Institute and discussions during the summer, it seems safe to conclude that the topics, formats, timing and focus of the Institute was more useful to this more experienced group.

On the positive side, it is apparent that the Institute resulted in a greater cohesive effect within local staff. Also, some "spread of effect" has occurred as evidenced by contacts some projects have had with Institute consultants. During summer visits it was clear that CoMERC had greatly increased their visibility. There seemed to be a slightly greater number of requests for technical assistance this summer, which may have been an outcome of greater visibility.

Cost information is outlined on the following page. Although we do not have the cost of putting on individual inservices for each project for comparison--it is clear that the variety and quality of consultants at the Institute (based on feedback) could not have been provided in a more cost-efficient manner.

As a conclusion, the overall format of the Institute was sound, but modifications need to be made to ensure greater application of learning and to "smooth out a few rough spots."

The total cost for the Migrant Summer Institute was approximately $32,648. This figure includes lodging, food, and some consultant cost, (it does not include local program travel). The breakdown of the cost is the following:

Total cost to projects for lodging		=$ 12,798
Total cost to projects for registration		= 12,354
Project Cost	Sub-Total	= 25,152
CoMERC cost above the revenue generated by registration		= 7,494
	TOTAL	$ 32,646

The cost per attendee at $25,152 ÷ 237 persons (includes lodging, registration, food) = $106.12

The $7,496 contributed by CoMERC was for:

Instructional Materials	$ 1,333.00
Printing External.....	1,209.00
Consultant Fees/Travel.....	4,790.00
Supplies.....	18.00
Postage.....	15.00
Miscellaneous.....	129.00
TOTAL	$7,494.00

APPENDICES

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CoMERC 1981 SUMMER INSTITUTE EVALUATION FORM

June 10 - 12, 1981

Dillon Holiday Inn, Frisco, Colorado

Your completion of this form will replace the use of individual forms for each session. Therefore, please take a few minutes before you leave to consider your experiences and give us some feedback which we will use in planning future Institutes.

PLEASE DROP THIS FORM IN ONE OF THE SPECIALLY MARKED BOXES BY THE EXITS BEFORE YOU LEAVE.

A summary will be sent to all presenters and projects in July.

1. a. How many years have you worked with migrant education?
   None _____ Up to 1 year _____ 1-3 years _____ More than 3 years _____

   b. I have previously worked: Summer _____ Regular year _____

   c. What project do you work with this summer? _____

2. What is your summer job position?
   Aide _____ Principal _____ Director/Coordinator _____
   Teacher _____ Support Staff _____ Other _____

3. What level(s) are you associated with?
   Pre-school _____ K-3 _____ 4-6 _____ 7-12 _____

4. What is the highest educational level you have reached?
   High School _____ Some college _____ BA/BS _____ MA/MS _____ Other _____

5. How long did you stay at the Institute?
   All three days _____ Only two days _____ One day or less _____

6. Did you register for: UNC credit _____ Recertification credit _____

Please respond to the following statements using the scale below:

	AGREE	NEUTRAL	DISAGREE
7. The Institute offerred a good selection of topics.	___	___	___
8. The Institute included formats which were appropriate to my learning style.	___	___	___
9. The program was hard to use/follow.	___	___	___
10. The abstracts did a good job of describing the content of sessions.	___	___	___

	AGREE	NEUTRAL	DISAGREE
11. The ticket arrangement helped me to get the sessions I wanted to attend.	___	___	___
12. The general level of most sessions (in terms of concepts and terminology) was too advanced for me.	___	___	___
13. a. The location for the Institute (Dillon) was O.K.	___	___	___
b. The physical facilities were generally comfortable.	___	___	___
14. The registration process here at Dillon was confusing.	___	___	___
15. I was frequently lost (i.e., I could not find the meeting room I was looking for).	___	___	___
16. CoMERC staff were helpful in providing needed information during the Institute.	___	___	___
17. I liked the idea of having instructional staff from the whole state together.	___	___	___
18. I did <u>not</u> get anything out of the evening cultural activities.	___	___	___

INDIVIDUAL SESSIONS

19. Please rate the following general (meal) sessions:

	OF GREAT VALUE TO ME	O.K.	OF NO VALUE TO ME
a. Keynote Speech, Wednesday morning, Sonia de Hunt	___	___	___
b. Developing Cognitive Skills, Wednesday noon, Dr. Edward deAvila	___	___	___
c. Hemispheric Learning Styles, Wednesday evening, Dale Vigil	___	___	___
d. Motivation Maintenance, Thursday noon, Dr. Don Lucero	___	___	___
e. Stress Management, Thursday evening, Dr. John Nicoletti/Ms. Lottie Flater-Benz	___	___	___

20. Think about the sessions you attended during the 10 daytime periods and then answer the following:

    a. Which sessions were the best (indicate by presenter, session name and/<u>or</u> session number)?

    For each one, what made it so good?

b. Which sessions were the worst (indicate by presenter, session name and/or session number)?

For each one, what made it so bad?

c. Please list any topics you thought should have been expanded or needed more coverage time?

d. Do you plan to follow-up with any of the consultants during the summer? Yes _____ No _____ If yes, which consultant? _____

GENERAL COMMENTS

21. If CoMERC sponsors a training session in the fall for regular year staff, and you attend

a. what sessions would you like to see added?

b. what changes in format would you want to see?

c. what else could CoMERC do to make it a valuable experience?

22. How would you characterize your overall reaction to the Institute? (Mark ONE)

23. Considering your background and what you've seen this week, please think about whether you could serve as a consultant for CoMERC in the future. If you would be interested, please complete the slip below, detach it and drop it in the box marked for evaluation forms. CoMERC will send you more information later on this.

- - - -

CoMERC's 1981 Summer Institute for Colorado's Migrant Summer School Instructional Staffs

Presenters Present In Various Settings

Some Participants Take Breaks to Review Materials and Gather Their Thoughts

or Just Have FUN!

La Pirámide is a product of the Colorado Migrant Education Resource Center (CoMERC), 830 S. Lincoln, Longmont, CO 80501 (651-2114 or Metro 499-2783). Ideas, contributions, pictures, etc. are always welcomed and should be directed to Mary Boynton.

Funds for *La Pirámide* are provided through the Colorado Department of Education-Migrant Unit and USOE. However, the opinions and content do not necessarily represent the position or policy of CDE or USOE.

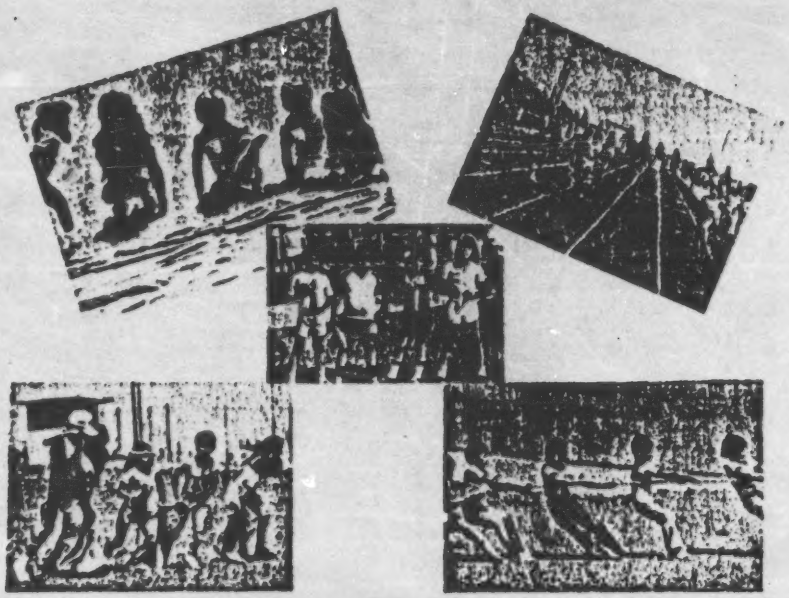
CoMERC's staff consists of:

Richard García, Director
Mary Boynton, Evaluation Consultant/Editor
Robert Mata, Staff Development Consultant
Juanita Segura, Curriculum/Materials Consultant
Elizabeth Padilla, Secretary
Lois Newberry, Library Aide

Participants and Consultants Interact in Resource Rooms and Make-and-Take Areas

And CoMERC Staff Takes Time Out!

1981 Northern Area Migrant Summer Olympics in Fort Collins



EDITORIAL NOTE

On behalf of myself and the CoMERC staff, I would like to extend our thanks for your participation and cooperation at the first CoMERC Summer Institute.

For those projects that couldn't participate, but would like to in the future, we hope that with God's, CDE's and the Fed's blessings we can repeat this worthwhile activity next year!

Otra Vez, Muchas Gracias Por Todo
Richard Garcia

COMING ATTRACTIONS

Channel Six Telecourses: this fall (mostly on Saturday mornings); 6 courses in government, human concerns in the schools, etc. with accompanying credit from 11 area colleges; contact Adult Learning Line of Channel Six, 623-6666.

Surviving Your Occupation (a conference on employee-related issues and solutions featuring Dr. John Nicoletti); October 15-16; Holiday Inn Southeast, Denver; contact Hilde Ott at Griffith Center, 233-8130.

COLORADO MIGRANT EDUCATION RESOURCE CENTER
LA PIRÁMIDE
MERC
JULY 1981

CoMERC Institute Focused on Meeting Needs of Migrant Children

Sonia de Hunt, consultant with the Southwest Idaho Migrant Education Resource Center (Nampa, Idaho), set the tone for the early June Institute in her keynote address. She talked about the need for personalizing our educational efforts, so that children maintain an interest in what and how they are learning.

Sonia related many anecdotes and the following poem as a means of exemplifying her message:

Libro Sin Lengua
by Rico Quilantán

How frustrating it is to open a book
with others and others reading and I
just listening to meaningless words
that only mean loneliness to me

To be willing to learn but can't
because my teachers do not understand
the tongue my father has taught me.

To be aware of my surroundings
and them not aware of mine

To be forced to another lifestyle
when mine is all I have

To talk and not be heard. To hear
what I can't speak and all I do is sit
there pretending I understand.

Rico works as an aide in the career education component of the Nampa, Idaho Evening Migrant School and for the day program as delivery person. He "settled out" in Rupert with his family after migrating between their home in Mexico and Idaho for many years.

The remaining two-and-one-half days were packed with sessions presented by more than 35 consultants to over 250 attendees. The pictures on the next couple pages serve to represent some of the activities.

Tapes/Handouts From Institute Sessions!!

CoMERC has available for check-out cassette tape recordings of the following sessions presented during the June 10-12 Institute in Dillon.

1. Sonia de Hunt's Keynote Address - Wednesday morning ("Kids Say the Most Revealing Things")
2. Dr. Edward de Avila on "Language Assessment Concepts and Techniques" - Wednesday morning
3. Dr. Edward de Avila on "Developing Cognitive Skills" - Wednesday lunch
4. Mr. Don Lucero on "Motivation Maintenance Within a Secondary Alternative School" - Thursday lunch
5. Dr. John Nicoletti on "Stress Management Techniques" - Thursday dinner

We also have extra handouts from a number of the sessions—and we would be glad to send them to anyone who requests. Please call CoMERC at 651-2114 (Longmont) or 499-2783 (Denver #) to request tapes or handouts.

Area Job Vacancies

MIGRANT PROGRAM COORDINATOR/INSTRUCTOR at Granada School; involves diagnostic/prescriptive procedures, planning, small group instruction and coordination/direction of aide/tutorial personnel; base salary $12,800; bilingual preferred; start Fall 1981; contact Don Saul 303-734-5492.

cde

COLORADO DEPARTMENT OF EDUCATION
State Office Building, 201 E. Colfax
Denver, Colorado 80203
Telephone (303) 839-2212

Calvin M. Frazier, Commissioner

July 8, 1981

Richard Garcia and Staff
CoMERC
Northern Colorado BOCS
830 South Lincoln
Longmont, CO 80501

Dear CoMERC Staff,

Thank you for your kind letter of appreciation for the opening remarks made at the Migrant Education Summer Institute.

The congratulations expressing gratitude for a well-planned conference were verified on a recent summer program monitoring trip to Burlington. Use of curricular strategies brought back from the Institute were observed in the classrooms of those teachers having attended. When questioned about the worth and value of the Institute, the teachers unhesitatingly stated that it was one of the best they had ever attended. Certainly, the "hands-on" curricular ideas they had taken home with them injected some excitement in classroom techniques to assist in teaching basic skills.

Each of you is again to be congratulated for the part you played in a well-conceived and implemented conference. I will be most interested to see the evaluation summary.

Sincerely,

Betty R. Hinkle

Betty R. Hinkle, Ed.D.
Executive Director
Special Projects Unit
(303) 866-5704

BRH/jb

cc: Mr. Ernie Maestas

Education Commission of the States
Central Office
1860 Lincoln Street
Denver, Colorado 80295
Phone (303) 830-3600

June 24, 1981

Ms. Juanita C. Segura
Curriculum and Materials Consultant
CoMERC
830 South Lincoln
Longmont, Colorado 80501

Dear Ms. Segura:

Thank you and your State Director of Migrant Education, Mr. Ernest Maestas, for having invited me to be in attendance at your first state-wide training workshop. I want to congratulate you and your state's staff for having had such a well planned conference.

The sessions that I was able to attend on Thursday, June 11, 1981, were most interesting and informative. Their content illustrated the dedication and intensity with which migrant educators constantly strive to provide quality education for migrant students.

To this quality they also add inventiveness, motivational factors, and the added plus of an empathetic understanding of the mobile characteristics of migrants that impinge upon their obtaining an education. They are a cadre of unique educators that yield choices for migrant children and not negative circumstances.

Best wishes for continued success in your migrant school sessions.

Sincerely,

Vicente Z. Serrano
Director
Interstate Migrant Education Project

VZS:ee

cc: Mr. Ernest Maestas

Washington Office: 248 Hall of the States, 444 N. Capitol Street, NW, Washington, D.C. 20001, (202) 624-5838

Dear Comec Staff, Aug. 4, 1981

I want to extend my most sincere gratitude for the outstanding conference which you created and presented in Dillon in Luxe.

I was proud to have been a part of such a fine contribution to migrant education. Each of you worked toward a common goal - inspiring educators & summer staff to make this year our best in summer school & in the regular school program.

The ideas, methods & materials which I brought back to our children, in addition to the knowledge the other teachers returned with has benefitted our migrant children.

Thank you again for gathering & disseminating such a wealth of helpful information. Your efforts and hard work made the Migrant Summer Institute surpass the IRA, IBE, CABBE, & multicultural conferences (which I've attended many times) in quality & in plain "FUN".

My only hope is that this conference was the first of many, many to follow!

Mil Gracias Niñas y Niños!

Sinceramente, Jeri Medina

June in the Rockies

Dear CoMERC,

First let me congratulate you all on a job well done. This has been the finest conference I have ever attended as far as relevant content area. Keep up the good work and plan some more!

The only major thing you guys screwed up on was - there was no free time - you guys were just too well organized! There were many good presenters and I felt guilty about taking time off to myself because I didn't want to miss anything.

The night activities were good, especially that CSU dance group and you had a good variety of things to do.

But the best thing about this whole conference is that it was geared to the migrant or Chicano child and that is what was really important to me.

Well you guys really and truly did a GREAT job!

Come to see us this summer - don't be strangers!

Thanks

V.A.L.
Ft. Collins

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APPENDIX

CONFERENCE PROGRAM

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GENERAL INFORMATION

Conference Site:

All general sessions, workshops and other activities will be held in the Dillon Holiday Inn (Frisco, Colorado—Exit 203). A map of the Holiday Inn is included at the back of this program.

Badges:

Badges must be worn to all meetings.

Registration:

The registration desk is located in the lobby area of the Holiday Inn. Persons needing to complete their pre-registration selections should:

a.) Make all pre-selections *prior* to arriving at the Institute

b.) Give your pre-selections to your conference coordinator (selected at each local project) who will arrange to pick up the necessary session tickets.

All participants will need to sign in at the registration tables upon arrival.

Pre-registration completion and registration will take place:

PRE-REGISTRATION:
Tuesday, June 9, 1981
6:00 - 9:00 p.m.
Wednesday, June 10, 1981
8:00 - 9:00 a.m.

REGISTRATION:
Tuesday, June 9, 1981
6:00 - 9:00 p.m.
*Wednesday, June 10, 1981
8:00 - 9:00 a.m.
Thursday, June 11, 1981
8:00 - 8:30 a.m.
Friday, June 12, 1981
8:00 - 8:30 a.m.

Food:

All meals have been pre-paid by local programs. All Consultants are welcome to eat with the participants.

*Includes Registration for Re-certification and/or UNC credit.

Message Center:

For your convenience, a Message Center has been established in the lobby area near the registration area. Check the message board for anticipated communications.

Swap Board:

CoMERC will provide a forum for sharing materials/techniques/ideas developed by *participants*. It will be located in the lobby and cards will be available for people to "advertise" the time/place. Therefore, PLEASE BRING ANYTHING YOU WANT TO SWAP AND LET US KNOW AT REGISTRATION.

Conference Packet:

Each participant will receive a packet that will contain the program, information on credit from UNC, and activities schedule.

Evaluation:

A sheet will be included in your packet which asks for your comments on topics, format, presenters, scheduling and other aspects of the Institute. It will be very helpful to CoMERC if you complete it before you depart! Thank you.

Institute Staff:

CoMERC staff members will be available to assist you; CoMERC staff will be wearing blue ribbons; registration/information personnel, white ribbons; and consultants, green ribbons. Do not hesitate to ask them for any needed assistance.

Changes:

All program, rooms or room arrangement changes must secure approval through Richard Garcia, CoMERC Director. *Any* changes will be announced at the next general session/meal and will also be posted at the Message Center.

End-of-day:

Sessions in which time/space will be provided for the total staff from each project area/site to gather to review sessions, share ideas, plan or modify plans, discuss other materials/supplies needed, or just to see each other!

Credit:

Participants may register for 2 quarter hours of University of northern Colorado (UNC) credit. The course will be offered as EDEL 308/508 ("Educational Needs of Migrant Children") and will cost $60.00 tuition. If you are interested in receiving credit, you can register "on-site" at the Institute on Wednesday morning (8:00 - 9:00 a.m.). Re-certification credit (1½ semester hours) will also be available.

Materials Display:

CoMERC will have a sampling of new materials available for review. Materials may be checked out *after* the Institute. The display will be in the Holidome.

INSTITUTE SCHEDULE SUMMARY

TUESDAY, JUNE 9, 1981		
6:00 p.m. - 9:00 p.m.	PRE-REGISTRATION COMPLETION	Lobby
6:00 p.m. - 9:00 p.m.	REGISTRATION	Lobby
7:00 p.m. - 8:00 p.m.	CoMERC/Consultants Meeting	Director's Room
8:00 p.m. - 9:30 p.m.	Hospitality (Cash Bar)	Holidome
WEDNESDAY, JUNE 10, 1981		
8:00 a.m. - 9:00 a.m.	PRE-REGISTRATION COMPLETION	Lobby
8:00 a.m. - 9:00 a.m.	REGISTRATION	Lobby
9:00 a.m. - 10:15 a.m.	Breakfast Opening/Introductions Richard Garcia Dr. Betty Hinkle Key Note Address "Kids Say the Most Revealing Things" Ms. Sonia Berguño de Hunt, Speaker	Ballroom
10:30 a.m. - 12:00 p.m.	Workshop Sessions	
12:00 p.m. - 1:30 p.m.	Lunch "Developing Cognitive Skills" Dr. Edward de Avila, Speaker	Ballroom
1:30 p.m. - 2:45 p.m.	Workshop Sessions	
2:45 p.m. - 3:00 p.m.	No-Host Coffee Break (Coffee and Soda)	Holidome
3:00 p.m. - 4:15	Workshop Sessions	
4:15 p.m. - 5:00 p.m.	End-Of-Day Sessions Local Projects	Designated Sites
6:00 p.m. - 7:30 p.m.	Dinner "Hemispheric Learning Styles" Mr. Dale Vigil, Speaker	Ballroom
8:00 p.m. - 10:00 p.m.	Evening Activities	Designated Sites
THURSDAY, JUNE 11, 1981		
7:30 a.m. - 8:30 a.m.	Breakfast	Ballroom
8:45 a.m. - 10:15 a.m.	Workshop Sessions	
10:15 a.m. - 10:30 a.m.	No-Host Coffee Break (Coffee and Cookies)	Holidome
12:00 p.m. - 1:30 p.m.	Lunch "Motivation Maintenance" Mr. Don Lucero, Speaker	Ballroom
1:30 p.m. - 2:45 p.m.	Workshop Sessions	
2:45 p.m. - 3:00 p.m.	No-Host Coffee Break (Coffee and Soda)	Holidome
3:00 p.m. - 4:15 p.m.	Workshop Sessions	
4:15 p.m. - 5:00 p.m.	End-Of-Day Sessions Local Projects	Designated Sites
6:00 p.m. - 7:30 p.m.	Dinner "Stress Management Techniques" Speakers Dr. John Nicoletti Ms. Lottie Flater/Benz	Ballroom
8:00 p.m. - 10:00 p.m.	Evening Activities	Designated Sites
FRIDAY, JUNE 12, 1981		
7:30 a.m. - 8:30 a.m.	Breakfast	Ballroom
8:45 a.m. - 10:15 a.m.	Workshop Sessions	
10:15 a.m. - 10:30 a.m.	No-Host Coffee Break (Coffee and Cookies)	Holidome
10:30 a.m. - 12:00 p.m.	Workshop Sessions	
12:00 p.m. - 1:30 p.m.	Lunch	Ballroom
1:30 p.m. - 2:45 p.m.	Workshop Sessions	
2:45 p.m. - 3:15 p.m.	Closing Remarks	Ballroom

WEDNESDAY
JUNE 10, 1981*

*Refer to corresponding number in "Workshop Abstract" for a full description of the sessions.

	7:30 - 8:30 a.m.	8:30 - 10:15 a.m.	10:15 - 10:30 a.m.	10:30 a.m. - 12:00	12:00 - 1:30 p.m.	1:30 - 2:45 p.m.	2:45 - 3:00 p.m.	3:00 - 4:15 p.m.	4:15 - 5:00 p.m.	6:00 - 7:30 p.m.	8:00 - 10:00 p.m.
L Holidome			Break			Den Vigil #20 Interest Centers	Break		End of Day Sessions		EVENING ACTIVITIES
K Resource Room II						Ewy #23 ESL Issues			SE BOCES		
J Resource Room I				Jiron #12 Outdoor Ed		Medina #33 IEPS/ Lesson Plans		Cooper #24 ESL Prac	EC BOCES		
I Make & Take 3 (Holidome)				Independent #25 ESL Make & Take		Independent #25 ESL Make & Take		Independent #25 ESL Make & Take	ADAMS 27-J		
I Make & Take 2 (Holidome)									POUDRE R-1		
I Make & Take 1 (Holidome)						T Garcia #28B Rdg Make & Take		Den Vigil #20 Interest Centers	Boulder		
H Ballroom		Kids Say The Most Revealing Things Breakfast-Hunt			Developing Cognitive Skills - Lunch de Avila				AVBOCS ST VRAIN	Hemispheric Learning Styles - Dinner Vigil	
G Summit Room				Rdg Diag Pre #28A (E/S) Hoffman See		Cooper #21 Basic ESL		Rugg #29A Hands-on Math	MESA #51		
F Director's Room				de Avila #13 Lang Assess		Hunt #27 1st Lang Dev		T Garcia #19 Native Lang Instruct	WELD BOCES		
E Suite V				EWY #22A Advanced ESL		Rugg #29A Hands-on Math		Ewy #22A Advanced ESL	SLV BOCES		
D Suite IV				J Ramirez #2 Training for Trainers		de Avila #31 Dev Cog Skills		Dale Vigil #16 Learning Modalities	WC BOCES		
C Suite III				Dale Vigil #16 Learning Modalities		R Mata/Ranger #9 MSRTS/SIS		Rdg Prac See #28B (S)	SC BOCES		
B Suite II				T Garcia #19 Native Lang Instruct		Cordova #13 Lang Assess Pract		Rdg Resour Hoffman #28B (E)	SPV BOCES		
A Suite I				Cooper #21 Basic ESL		Rdg Pract #28B (E) Hoffman		de Avila #13 Lang Assess Resource	End of Day Sessions		

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THURSDAY
JUNE 11, 1981*

*Refer to corresponding number in "Workshop Abstract" for a full description of the sessions.

	7:30 - 8:30 a.m.	8:45 - 10:15 a.m.	10:15 - 10:30 a.m.	10:30 a.m. - 12:00	12:00 - 1:30 p.m.	1:30 - 2:45 p.m.	2:45 - 3:00 p.m.	3:00 - 4:15 p.m.	4:15 - 5:00 p.m.	6:00 - 7:30 p.m.	8:00 - 10:00 p.m.
L Holidome		Interest Centers #20 Den. Vigil	Break	Ewy #23 ESL Issues		Den. Vigil #20 Interest Centers	Break		End of Day Sessions		
K Resource Room II		ESL Issues #23 Ewy		Den. Vigil #16 Lrng. Modal. Resource		Cooper #24 ESL Prac		Den. Vigil #16 Lrng. Modal Resource	SE BOCES		
J Resource Room I		Sec. Ed. Resources #8B Lucero		Cooper #24 ESL Prac		Lucero #8B Sec. Ed. Resources		Nelson #25 ESL Make & Take	EC BOCES		
I Make & Take 3 (Holidome)		ESL Make & Take #25 Nelson & Vaughn		Nelson #25 ESL Make & Take		Nelson #25 ESL Make & Take		Rugg #29A Hands-on Math	ADAMS 27-J		
I Make & Take 2 (Holidome)		Hands-on Math #29A Rugg		Rugg #29A Hands-on Math		Rugg #29A Hands-on Math		Rugg #28B Reg. Make & Take	POUDRE R-1		
I Make & Take 1 (Holidome)		Rdg.: Pt. I Lang. Exper. Approach #28C Ratliff		T. Garcia #28B Rdg. Make & Take		T. Garcia #28B Rdg. Make & Take		T. Garcia #28B Rdg. Make & Take	Boulder		
H Ballroom	Breakfast				Motivation Maintenance Lunch - Lucero				AVBOCS ST. VRAIN	Stress Mngmnt Techniques Dinner Nicoleth Baez	EVENING ACTIVITIES
G Summit Room		Rdg. Diag./Pre #28A (E/S)		V. Wilson #32 Cultural Bias in Materials		K. Mata #11 Para prof in Clsrm		Panel #5 Fam. Night Activities	MESA 51		
F Director's Room		Basic ESL #2 Cooper		Hunt #27 1st Lang. Devel.		Panel #14 Spec. Needs Children		Ewy #26 ESL in Content Area	WELD BOCES		
E Suite V		Finger Math #29B K. Mata		Boynton/ Parent #30 Summer Evaluation		Ewy #22A Advanced ESL		Hunt/Boynton #13 Lang. Assess	SLV BOCES		
D Suite IV		Spec. Needs Children #14 Panel		Obrzut #14 Spec. Needs Children		Dale Vigil #16 Learning Modalities		Dale Vigil #16 Learning Modalities	WC BOCES		
C Suite III		Native Lang. Instruc. #19 T. Garcia		Ratliff #28C Rdg. Pt. II Lang. Exper. Approach		See #28B Rdg. Resource		R. Mata/ Rangel #9 MSRTS/SIS	SC BOCES		
B Suite II		Lang. Assess. Prac. #13 Cordova		Hoffman #28B Rdg. (E) Pract.		Cordova #13 Lang. Assess Prac.		Ratliff #28C Rdg. Pt II Lang. Exper. Apprch.	SPV BOCES		
A Suite I		Sec. Ed. Activities #8B Hunt		Medina #6A Sec. Ed. /IEP's		Ratliff #28C Rdg. Pt. I Lang. Exper. Approach		Obrzut #14 Spec. Needs Children	End of Day Sessions		

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FRIDAY
JUNE 12, 1981*

*Refer to corresponding number in "Workshop Abstract" for a full description of the sessions.

	7:30 - 8:30 a.m.	8:45 - 10:15 a.m.	10:15 - 10:30 a.m.	10:30 a.m. - 12:00	12:00 - 1:30 p.m.	1:30 - 2:45 p.m.	2:45 - 3:15 p.m.	3:15 - 4:15 p.m.	4:15 - 5:00 p.m.	6:00 - 7:30 p.m.	8:00 - 10:00 p.m.
L Holidome		Don Vigil #20 Interest Centers	Break								
K Resource Room II		Medina #14 Spec Needs Children		Agency Reps #4 Question/Ans Session		Sec Ed Resource #8 Martinez & Valdez					
J Resource Room I				V Wilson #14 Spec Needs Children		R Mata #3 #10 Princpls Orient & Skills Manag Systems					
I Make & Take 3 (Holidome)		Hunt #25 ESL Make & Take		Hunt #25 ESL Make & Take							
I Make & Take 2 (Holidome)				Casey #24 ESL Pract Attribute Cards							
I Make & Take 1 (Holidome)		T Garcia #28B Rdg Make & Take				T Garcia #28B Rdg Make & Take					
H Ballroom	Breakfast				Lunch		Closing				
G Summit Room		K Mata #11 Paraprof in Clsrm		R Mata & Rangel #9 MSATS/SIS		K Mata #11 Paraprof in Clsrm					
F Director's Room		Ewy #26 ESL in Content Areas		K Mata #29b Finger Math		Ewy #26 ESL in Content Areas					
E Suite V		Casey #22B ESL Attribute Cards				Casey #22B ESL Attribute Cards					
D Suite IV		V Wilson #32 Cultural Bias in Materials		Dale Vigil #16 Learning Modalities		Dale Vigil #16 Learning Modalities					
C Suite III				T Garcia #19 Native Lang Instrct							
B Suite II		Cordova #13 Lang Assess Pract		Ewy #23 ESL Issues		Cordova #13 Lang Assess Tract					
A Suite I		Sec Ed #8 A & B Martinez		Sec Ed #8 A & B Martinez & Valdez		V Wilson #32 Cultural Bias In Materials					

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CoMERC NOCHES DE CULTURA

WEDNESDAY, JUNE 10, 1981

Time	Activity	Presentor/Sponsor	Location
7:30 - 9:30 p.m.	Teatro (30 people)	Jessie Corona de Jimenez "Teatro Causa de los Pobres"	Directors Room
8:00 - 9:00 p.m. 9:00 - 10:00 p.m. (Two Showings)	"Mestizo Magic" Denver, CO 80211 (30/showing)	CHISPA PRODUCTIONS, Inc. Carlos Martinez	Suite IV
8:00 - 9:30 p.m.	Film Festival (80 people)	"¡PRESENTE!" KCET Los Angeles, CA Robert L. Mata	Lounge
8:00 - 9:30 p.m.	Sing-A-Long (30 people)	Dennis & Dale Vigil	Suite V
8:00 - 9:30 p.m.	Cultural Games and Toys (25 people)	Ernesto Jiron	Suite I
8:00 - 10:00 p.m.	Art Exhibit	Various Participants	Suite II

THURSDAY, JUNE 11, 1981

Time	Activity	Presentor/Sponsor	Location
7:30 - 9:30 p.m.	Teatro (30 people)	Jessie Corona de Jimenez "Teatro Causa de los Pobres"	Director's Room
8:00 - 9:30 p.m.	Film Festival (30 people)	"¡PRESENTE!" KCET Los Angeles, CA Robert L. Mata	Lounge
8:00 - 9:30 p.m.	Ballet Folklorico (40 people)	"Flor Antigua" Ft. Collins, CO	Summit Room
8:00 - 9:30 p.m.	Sing-A-Long (30 people)	Dale & Dennis Vigil	Suite V
8:00 - 9:30 p.m.	Cultural Games and Toys (25 people)	Ernesto Jirón Alamosa, CO	Suite I
8:00 - 10:00 p.m.	Art Exhibit	Various Participants	Suite II
9:30 - 12:00 p.m.	Baile (Dance)	"Amistad"	Ballroom

BIOSKETCHES

SONIA BERGUÑO de HUNT

- Serves as curriculum and evaluation consultant for the Migrant Education Resource Center of S.W. Idaho
- BA in humanities, Catholic University, Santiago, Chile
- BA in elementary education and modern languages, University of Idaho
- M.Ed. with emphasis in curriculum, University of Idaho
- Administrative Certificate, College of Idaho
- Taught in the classroom:
  - —elementary English as a Second Language
  - —immersion bilingual program
  - —foreign languages (Spanish, French and German)
  - —sixth grade
  - —university/college level Spanish conversation and methods of teaching language/bilingual reading and language arts methods
- Working on doctorate in curriculum and administration with emphasis on bilingual and multi-cultural education
- Recipient of the 1981 George Sanchez Memorial Award, a national award given to one educator in the U.S. who has worked with Hispanic students and developed materials for them

EDWARD de AVILA

- Ph.D. in Developmental Psychology from York University, Toronto, Canada
- Masters degree from University of Colorado
- Author of 30 articles and several books in the areas of intellectual and linguistic development of language minority children
- Directed a National Institute of Education funded study on implementation of a Piagetian-based science/math curriculum for language minority students
- Senior research associate at Stanford University
- President of de Avila, Duncan and Associates, Inc.
- Executive Director of Delta Square, Inc.
- Developer of the Cartoon Conservation Scales (CCS)
- Co-developer of the Language Assessment Scales (LAS)

DONALD LUCERO

- Received his Ed.D. from the University of Northern Colorado in Curriculum Development for the Non-Traditional Student
- Has been the principal at Cheyenne, Wyoming's High School (a fully accredited school with 175 students enrolled)
- Has been the principal at Cheyenne, Wyoming's Alternative High School (a fully accredited school with 175 students enrolled)
- Previously director of "Project Go", a special needs student program at Colorado State University
- Three years teaching at the high school level and seven years in junior high (Fort Collins plus Salinas, California)
- Involved in many community-based organizations and has served as a consultant to numerous educational agencies

JOHN NICOLETTI
LOTTIE FLATER/BENZ

- John: Ph.D. in Psychology, CSU (with a dissertation in anxiety management training
- Lottie: Masters in Social Work, University of Denver (with a focus on mental health services for the elementary school)
- Both: Experience working in various mental health settings (26 years between them)
- Taught/consulted with 8 educational institutions and over 50 businesses/agencies on topics of stress and time management, conflict resolution, public relations, involvement of volunteers, children's mental health, and others
- Presented for 18 conferences/radio programs
- Have published five articles on various subjects

DALE VIGIL

- Working on his doctorate and expects to graduate this quarter from the University of Northern Colorado
- Field supervisor of student teachers at Metro State, Denver
- Co-founder of a consulting firm, Los Cuates, Inc.
- Has provided a wide variety of consulting services to many school districts in Colorado as well as across the United States

SESSION ABSTRACTS

TITLE: Keynote: Kids Say The Most Revealing Things (#1)

TIME	LOCATION	CONSULTANT
Wednesday, 9:30 - 10:15 a.m.	Ballroom	Sonia de Hunt

Sonia's speech is based on the anecdotes she has gathered through the years that she has worked with migrant students. These anecdotes reveal the children's necessary needs.

TITLE: Training For Trainers (#2)

Time	Location	Consultant
Wednesday, 10:30 - 12:00 a.m.	Suite IV	Dr. Juan Ramirez

It will provide both the theory and practice of how to convey skills and information to one's peers. Designed for one or two persons from each project who are designated as instructional leaders and/or resource persons, and who will be expected to do some training over the summer.

TITLE: Principal's Orientation Follow-Up (#3)
Skills Management System Follow-Up (#10)

Time	Location	Consultant
Friday, 1:30 - 2:45 p.m.	Resource I	Robert L. Mata

This session provides participants with the opportunity to meet with CoMERC's Staff Development Consultant regarding any specific questions/concerns of the Summer Principal's/Director's Orientation Training Module *and/or questions/concerns of local project skills management systems.*

TITLE: Planning a Family Night (Effective Parental Involvement) (#5)

Time	Location	Consultant
Thursday, 3:00 - 4:15 p.m.	Summit Room	Margaret Brown Gene Chavez Myrian Doerr Richard Garcia Concepción Peña Jennie Velasquez-Wilson

The panel will present to the participants their perceptions of effective parent involvement activities. The participants will become aware of what not to do when planning parent activities. The focus will be on parental involvement in planning, implementing, and evaluating a migrant program.

TITLE: Stress Management Techniques: Presentation and Resource Room (#7)

Time	Location	Consultant
Thursday, 6:45 - 7:30 p.m.	Ballroom	Dr. John Nicoletti
Thursday, 7:30 - 8:30 p.m.	Suite IV	Dr. John Nicoletti

Will acquaint attendees with the concept of stress and its pros and cons. Methods for managing the stress in one's life will be discussed. Resource time with the presenters will be offered afterwards.

TITLE: Secondary Educational Alternatives (#8 A/B)

Time	Location	Consultant
Friday, 8:45 - 10:15 a.m.	Suite I	Martínez/Valdez
Friday, 10:30 - 12:00 a.m.	Suite I	Martínez/Valdez
Friday, 1:30 - 2:45 p.m.	Resource II	Martínez/Valdez

The participants will learn through practical theory of approaches to personnel selection, public relations, academic coordination, along with pitfalls and how to avoid them in implementing an alternative program at the secondary education level.

In the second half of the presentation, the participants will be exposed to some basic management frameworks, classroom instructional programs, and Individualized Education Programs (IEP's).

TITLE: Secondary education: Diagnosis and IEP's (#8A)

Time	Location	Consultant
Thursday, 10:30 - 12:00 a.m.	Suite I	Jeri Medina

Information will be provided on the why and how of diagnosing learning status and developing Individualized Educational Programs for secondary migrant students in the summer.

TITLE: Secondary Education Activities and Techniques (#8B)

Time	Location	Consultant
Thursday, 8:45 - 10:15 a.m.	Suite I	Sonia Berguno de Hunt

Through this presentation the participants will receive ideas and techniques that will assist them in supplementing their secondary education content area curriculum. The activities and techniques will provide an alternative approach in providing successful experiences to migrant students in subject matter such as social studies, science, math and others.

TITLE: MSRTS/SIS Utilization for Summer Programs (#9)

Time	Location	Consultant
Wednesday, 1:30 - 2:45 p.m.	Suite III	Richard Rangel/
Thursday, 3:00 - 4:15 p.m.	Suite III	Robert L. Mata
Friday, 10:30 - 12:00 a.m.	Summit Room	

This session will provide practical experience in using the Migrant Student Record Transfer System (MSRTS)/Skills Information System (SIS) in order to ensure successful transmittal of academic data for migrant students onto the national system.

TITLE: Effective Involvement of Paraprofessionals in the Classroom (#11)

Time	Location	Consultant
Thursday, 1:30 - 2:45 p.m.	Summit Room	Kathleen T. Mata
Friday, 8:45 - 10:15 a.m.	Summit Room	Kathleen T. Mata
Friday, 1:30 0 2:45 p.m.	Summit Room	Kathleen T. Mata

This session will provide participants with a brief overview of how the roles and responsibilities of the paraprofessional have changed historically, training and evaluation of paraprofessionals and the better utilization of the paraprofessional in an instructional setting.

TITLE: Outdoor Education - Resource (#12)

Time	Location	Consultant
Wednesday, 10:30 - 12:00 a.m.	Resource I	Ernesto Jirón

This session will provide participants with strategies for lesson plans that will generate positive approaches to Outdoor Education in the summer program setting. An informal question/answer/discussion dialogue will be used by the consultant.

TITLE: Language Assessment: Presentation and Resource Room (#13)

Time	Location	Consultant
Wednesday, 10:30 - 12:00 a.m.	Director's Room	Dr. Edward de Avila
Wednesday, 3:00 - 4:15 p.m.	Suite I	Dr. Edward de Avila
Thursday, 3:00 - 4:15 p.m.	Suite V	Sonia de Hunt, Mary Boynton

Outlines the need for language assessment of summer migrant school children and the range of alternative approaches. Applications in the classroom of results from language assessment will be discussed. Resource time for question-answer and issues discussion with the presenter will follow.

TITLE: Language Assessment Practicum (#13)

Time	Location	Consultant
Wednesday, 1:30 - 2:45 p.m.	Suite II	Dr. Jóse Córdova
Thursday, 8:45 - 10:15 a.m.	Suite II	Dr. Jóse Córdova
Thursday, 1:30 - 2:45 p.m.	Suite II	Dr. Jóse Córdova
Friday, 8:45 - 10:15 a.m.	Suite II	Dr. Jóse Córdova
Friday, 1:30 - 2:45 p.m.	Suite II	Dr. Jóse Córdova

Provides guidance in the proper administration, scoring and interpretation of various language assessment instruments. Actual practice will be facilitated in groups of two to three, with tape recorders and other materials available.

TITLE: Identifying/Recognizing Special Needs Children: Panel and Resource Room (#14)

Time	Location	Consultant
Thursday, 8:45 - 10:15 a.m.	Suite IV	Panel (see below)
Thursday, 1:30 - 2:45 p.m.	Director's Room	Panel (see below)
Thursday, 10:30 - 12:00 a.m.	Suite IV	Ann Obrzut
Thursday, 3:00 - 4:15 p.m.	Suite I	Ann Obrzut
Friday, 8:45 - 10:15 a.m.	Resource II	Jeri Medina
Friday, 10:30 - 12:00 a.m.	Resource I	Jennie Velasquez-Wilson

The panel consists of a teacher in both regular and summer migrant programs, a school psychologist with experience in migrant summer school and a coordinator of special education. They will guide participants in recognizing special learning needs of children arising from both physical and emotional conditions. Referral sources will be outlined and ideas for adapting instruction given. Resource time with each panel member will follow at other time periods.

TITLE: Hemispheric Learning Styles (#15)

Time	Location	Consultant
Wednesday, 6:45 - 7:15 p.m.	Ballroom	Dale Vigil

The speaker will address the current information on Left/Right Brain Theory and share his theoretical construct of this theory and its implications to classroom instruction.

TITLE: Learning Modalities: More Than One Way To Learn (#16)

Time	Location	Consultant
Wednesday, 10:30 - 12:00 a.m.	Suite III	Dale Vigil
Wednesday, 3:00 - 4:15 p.m.	Suite IV	Dale Vigil
Thursday, 1:30 - 2:45 p.m.	Suite IV	Dale Vigil
Thursday, 3:00 - 4:15 p.m.	Suite IV	Dale Vigil
Friday, 10:30 - 12:00 a.m.	Suite IV	Dale Vigil
Friday, 1:30 - 2:45 p.m.	Suite IV	Dale Vigil

The speaker will present an overview of several modalities that effect the learning of pupils. The focus of this session will be to make the instructional staff aware that there are many compatible and incompatible ways to developing a learning environment for pupils. The attention will be given to a coordinative and compatible approach to learning.

TITLE: Motivation Maintenance (#17)

Time	Location	Consultant
Thursday, 12:45 - 1:15 p.m.	Ballroom	Don Lucero

Mr. Lucero will give an insight on his efforts in implementing alternative education for the non-traditional student. He will cover teaching strategies, techniques in the affective domain and humanistic approaches that enable chicano students to experience success.

TITLE: Using Children's Native Language For Instruction (#19)

Time	Location	Consultant
Wednesday, 10:30 - 12:00 a.m.	Suite II	Teresa Garcia
Wednesday, 3:00 - 4:15 p.m.	Directors' Room	Teresa Garcia
Thursday, 8:45 - 10:15 a.m.	Suite III	Teresa Garcia
Friday, 10:30 - 12:00 a.m.	Suite III	Teresa Garcia

The intent of this lecture-demonstration session is to show participants a variety of methods that can help children understand the teacher's instructions in math, reading, science, etc.
Targeted Audience: Staff new to Bilingual Education

TITLE: Making Basic Skills Come Alive Through Interest Centers (#20)

Time	Location	Consultant
Wednesday, 1:30 - 2:45 p.m.	Holidome	Dennis Vigil
Thursday, 8:45 - 10:15 a.m.	Holidome	Dennis Vigil
Thursday, 1:30 - 2:45 p.m.	Holidome	Dennis Vigil
Friday, 8:45 - 10:15 a.m.	Holidome	Dennis Vigil
Wednesday, 3:00 - 4:15 p.m.	Make and Take 1	Dennis Vigil (Resource)

The establishment of efficient interest centers in the classroom can become a viable way of addressing the individual learning styles of each child. Not only can children further develop cognitive skills such as, classification, seriation, time and space through interest centers, but can also reinforce their basic skills, such as reading, writing and mathematics. This session will discuss important factors of implementing interest centers, including the importance of integrating interest centers into the regular curriculum in order to reinforce basic skills in a dynamic and interesting way.

TITLE: Basic ESL Content and Techniques: "The Little Word That Could" (#21)

Time	Location	Consultant
Wednesday, 10:30 - 12:00 a.m.	Suite I	Anita Cooper
Wednesday, 1:30 - 2:45 p.m.	Summit Room	Anita Cooper
Thursday, 8:45 - 10:15 a.m.	Directors' Room	Anita Cooper

The consultant will present basic and traditional ESL techniques as well as innovative techniques that direct themselves toward second language learning. The session will be lecture with demonstration. Practice of techniques will be provided at the Basic ESL Practicum, Session #24, by Mrs. Cooper.
Targeted Audience: Teachers and aides with little or no experience in teaching English as a Second Language

TITLE: Approaches, Techniques, Activities For The Advanced English As A Second Language Student (#22A)

Time	Location	Consultant
Wednesday, 10:30 - 12:00 a.m.	Suite V	Christine Ewy
Wednesday, 3:00 - 4:15 p.m.	Suite V	Christine Ewy
Thursday, 1:30 - 2:45 p.m.	Suite V	Christine Ewy

They know their names, "This is a book," and can communicate their needs. What do I do now? This lecture-demonstration session will give you ideas.
Targeted Audience: All Instructional Staff

TITLE: ESL: From Attribute Cards To Message Design (#22B)

Time	Location	Consultant
Friday, 8:45 - 10:15 a.m.	Suite V	Barbara Casey
Friday, 1:30 - 2:45 p.m.	Suite V	Barbara Casey

A lecture-demonstration session using "attribute cards" to teach all levels of ESL and leading into "Message Design," a method used to organize thoughts, to form oral communications or written compositions. Prerequisite to its practicum session.
Targeted Audience: All Instructional Staff

TITLE: Local ESL Issues and Concerns (#23)

Time	Location	Consultant
Wednesday, 1:30 - 2:45 p.m.	Resource Room II	Christine Ewy
Thursday, 8:45 - 10:15 a.m.	Resource Room II	Christine Ewy
Thursday, 10:30 - 12:00 a.m.	Holidome	Christine Ewy
Friday, 10:30 - 12:00 a.m.	Suite II	Christine Ewy

This informal, question-answer and discussion session is meant to provide institute participants with an opportunity to consult an ESL expert about their particular needs.
Targeted Audience: All Staff

TITLE: ESL: Practice With Attribute Cards, Then Make and Take 'Em (#24)

Time	Location	Consultant
Friday, 10:30 - 12:00 a.m.	Make and Take 2	Barbara Casey

This practicum make and take will give an opportunity to: 1) practice with attribute cards and message design in small groups and 2) make attribute cards.
Targeted Audience: Those who attended "From Attribute to Message Design," ESL session (#22B)

TITLE: Basic ESL Techniques Practicum (#24)

Time	Location	Consultant
Wednesday, 3:00 - 4:15 p.m.	Resource Room I	Anita Cooper
Thursday, 10:30 - 12:00 a.m.	Resource Room I	Anita Cooper
Thursday, 1:30 - 2:45 p.m.	Resource Room II	Anita Cooper

This session will give teachers and aides an opportunity to practice what was presented in session #21, "The Little Word that Could"
Targeted Audience: Those that attended session #21

TITLE: ESL And Oral Language Expression Make And Take Session (#25)

Time	Location	Consultant
Wednesday, 10:30 - 12:00 a.m.	Make and Take 3	
Wednesday, 1:30 - 4:15 p.m.	Make and Take 3	
Thursday, 8:45 - 12:00 a.m.	Make and Take 3	Carolyn Nelson
Thursday, 1:30 - 4:15 p.m.	Make and Take 3	Carolyn Nelson
Friday, 8:45 - 10:15 a.m.	Make and Take 3	Sonia de Hunt
Friday, 10:30 - 12:00 a.m.	Make and Take 3	Sonia de Hunt

Wednesday: Participants will be able to make materials provided by ESL Institute Consultants. This is an independent session.
Thursday: Carolyn Spearman Nelson and Pat Vaughn will help participants construct, design, and adapt teacher made oral language materials to their particular needs.
Friday: Sonia Berguno de Hunt presents some of her ESL games and materials.

TITLE: Integrating English As A Second Language Into The Content Area (#26)

Time	Location	Consultant
Thursday, 3:00 - 4:15 p.m.	Director's Room	Christine Ewy
Friday, 8:45 - 10:15 a.m.	Director's Room	Christine Ewy
Friday, 1:30 - 2:45 p.m.	Director's Room	Christine Ewy

This lecture-demonstration session will answer these questions: 1) In teaching content, what adaptations do I make in my instruction to enable better comprehension? 2) What language elements do I want to teach within the context of the subject matter to improve comprehension?
Targeted Audience: All Instructional Staff

TITLE: First Language Development (Oral) (#27)

Time	Location	Consultant
Wednesday, 1:30 - 2:45 p.m.	Director's Room	Sonia de Hunt
Thursday, 10:30 - 12:00 a.m.	Director's Room	Sonia de Hunt

Puppets are used in a kinesthetic approach to developing the migrant child's first language. This lecture-demonstration session encompasses various activities performed by puppets and their creator.
Targeted Audience: All Instructional Staff

TITLE: Diagnosis And Prescription In Spanish And English Reading: "The Impossible Job—Reading In The Summer" (#28A [E/S])

Time	Location	Consultant
Wednesday, 10:30 - 12:00 a.m.	Summit Room	Stella See/John Hoffman
Thursday, 8:45 - 10:15 a.m.	Summit Room	Stella See/John Hoffman

This lecture-demonstration session will give teachers reading techniques and approaches to use with migrant students in a summer session. It will also familiarize teachers with methods of meeting reading needs of migrant students including assessment and evaluation. Participants should bring reading materials they plan to use in the classroom. (English and Spanish books, workbooks, games, etc.). Practice will follow in a practicum session.

TITLE: Reading Make And Take: Easy To Make, Fun To Teach, Quick To Learn (#28B)

Time	Location	Consultant
Wednesday, 1:30 - 2:45 p.m.	Make and Take 1	Teresa Garcia
Thursday, 10:30 - 12:00 a.m.	Make and Take 1	Teresa Garcia
Thursday, 1:30 - 2:45 p.m.	Make and Take 1	Teresa Garcia
Thursday, 3:00 - 4:15 p.m.	Make and Take 1	Teresa Garcia
Friday, 8:45 - 10:15 a.m.	Make and Take 1	Teresa Garcia
Friday, 1:30 - 2:45 p.m.	Make and Take 1	Teresa Garcia

Participants will develop materials for learning centers and activity centers with which children can learn rapidly and teachers can have fun making.
Targeted Audience: All Instructional Staff

TITLE: The Impossible Job—Reading In The Summer (Resource) (#28B)

Time	Location	Consultant
Wednesday, 3:00 - 4:15 p.m.	Suite II	John Hoffman (English Reading)
Thursday, 1:30 - 2:45 p.m.	Suite III	Stella See (Spanish Reading)

This session provides participants an opportunity to consult with reading specialist about particular needs and local concerns. The informal session will be question-answer and discussion format.

TITLE: The Impossible Job—Reading In The Summer (Practicum) (#28B[E])

Time	Location	Consultant
Wednesday, 1:30 - 2:45 p.m.	Suite I	John Hoffman
Thursday, 10:30 - 12:00 a.m.	Suite II	John Hoffman

This session gives participants practice in diagnosis and prescription for English reading as was presented by John Hoffman in "The Impossible Job..." session.

TITLE: Reading Techniques/Approaches: The Impossible Job—Reading In The Summer (Practicum) (#28B[S])

Time	Location	Consultant
Wednesday, 3:00 - 4:15 p.m.	Suite III	Stella See

This session gives participants practice in diagnosing and prescribing for Spanish reading as was presented by Stella See in "The Impossible Job" session.

TITLE: Techniques and Approaches to Teaching Reading (#28C) Part 1

Time	Location	Consultant
Thursday, 8:45 - 10:15 a.m.	Holidome	Anita Ratliff
Thursday, 1:30 - 2:45 p.m.	Suite I	Anita Ratliff

This two-part lecture-demonstration presentation gives a philosophical basis for using the language experience approach to reading in cojunction with a basal reading program for linguistically different children. The consultant will also present the mechanics for implementing the process, such as room arrangements, choice of materials, etc.
Targeted Audience: All Instructional Staff

TITLE: Techniques And Approaches To Teaching Reading (#28C) Part 2

Time	Location	Consultant
Thursday, 10:30 - 12:00 a.m.	Suite III	Anita Ratliff
Thursday, 3:00 - 4:15 p.m.	Suite II	Anita Ratliff

Second part of the two-part lecture-demonstration presentation dealing with the language experience approach to reading.
Targeted Audience: Those who attended Part 1 of Techniques and Approaches to Teaching Reading (#28C)

TITLE: Math Games: Hands-On Math (#29A)

Time	Location	Consultant
Wednesday, 1:30 - 2:45 p.m.	Suite V	Roger Rugg
Wednesday, 3:00 - 4:15 p.m.	Summit Room	Roger Rugg

Participants will learn how to teach arithmetic at the object and pictorial level and how to help children record their activities at the symbolic level of representation.
Targeted Audience: All Instructional Staff

TITLE: Math Games: Hands-On Math Materials (#29A)

Time	Location	Consultant
Thursday, 8:45 - 10:15 a.m.	Make and Take 2	Roger Rugg
Thursday, 10:30 - 12:00 a.m.	Make and Take 2	Roger Rugg
Thursday, 1:30 - 2:45 p.m.	Make and Take 2	Roger Rugg
Thursday, 3:00 - 4:15 p.m.	Make and Take 2	Roger Rugg

Further hands-on math activities and an opportunity to make and use bean sticks.
Targeted Audience: All Instructional Staff

TITLE: Finger Math: Yes, It's Okay To Count On Your Fingers (#29B)

Time	Location	Consultant
Thursday, 8:45 - 10:15 a.m.	Suite V	Kathleen T. Mata
Friday, 10:30 - 12:00 a.m.	Director's Room	Kathleen T. Mata

In this lecture-demonstration session participants will have an opportunity to learn to count, add and subtract numbers using finger math. This is meant merely as an introduction to the program for it takes many weeks to master the whole program.
In the second part of this session participants will learn to count, add and subtract using the touch math method. This can be learned in one session.
Targeted Audience: Staff Needing New Approaches to Teaching Math

TITLE: Summer Evaluation: The What, Why, How And Who (#30)

Time	Location	Consultant
Thursday, 10:30 - 12:00 a.m.	Suite V	Joseph Parent/Mary Boynton

Designed to be an interactive session with participants—one administrative and one instructional from each project. Will discuss the goals of program evaluation in the summer, some alternatives for gathering data, problems in recordkeeping/reporting, and potential uses of the results.

TITLE: Developing Cognitive Skills: Presentation and Resource Room (#31)

Time	Location	Consultant
Wednesday, 12:30 - 1:15 p.m.	Ballroom	Dr. Edward de Avila
Wednesday, 1:30 - 2:45 p.m.	Suite IV	Dr. Edward de Avila

An overview of the importance of general thinking skills in the education of children in general and migrant children in particular. Techniques for measuring and developing cognitive skills will be presented. Resource time for questions-answers and issues discussion will follow.

TITLE: Cultural Bias in Materials (#32)

Time	Location	Consultant
Thursday, 10:30 - 12:00 a.m.	Summit Room	Jennie Velasquez-Wilson
Friday, 8:45 - 10:15 a.m.	Suite IV	Jennie Velasquez-Wilson
Friday, 1:30 - 2:45 p.m.	Suite I	Jennie Velasquez-Wilson

The presenter will discuss the forms that bias can take in instructional materials and describe a process for its detection. Suggestions on adapting the materials or how they are used will be given.

TITLE: Developing IEP's/Lesson Plans (#33)

Time	Location	Consultant
Wednesday, 1:30 - 2:45 p.m.	Resource I	Jeri Medina

Geared for those who are new to migrant summer school, this session will provide ideas on how to develop individualized plans for elementary children. Further suggestions will focus on the integration of various plans into a cohesive classroom plan.

CONSULTANTS

Dr. Edward de Avila	Developing Cognitive Skills #31 (Wednesday, Luncheon Speaker) Language Assessment #13
Mary Boynton	Language Assessment #13 Special Needs Children Panel #14 Summer Evaluation #30
Margaret Brown	Family Night Activities Panel #5
Barbara Casey	Advanced ESL and Message Design #22B ESL Techniques: Practicum #24
Gene Chavez	Family Night Activities Panel #5
Anita Cooper	Basic ESL #21 ESL Techniques: Practicum #24
Dr. Jose Cordova	Language Assessment Practicum #13
Myriam Doerr	Family Night Activities Panel #5
Christine Ewy	Advanced ESL #22A ESL Content Areas #26 ESL Issues - Resource #23
Richard Garcia	Family Night Activities Panel #5
Teresa Garcia	Reading Make and Take #28B Using Native Language for Instruction #19
John Hoffman	Reading: Diagnosis/Techniques Approach #28A Reading: Practicum #28B Reading: Resource #28B
Sonia de Hunt	Keynote: Kids Say the Most Revealing Things (Wed. Breakfast Speaker) ESL Materials #25 First Language Development #27 Language Assessment #13 Secondary Educational Alternatives #8B
Ernesto Jiron	Outdoor Education - Resource #12
Don Lucero	Motivation Maintenance (Thurs. Luncheon Speaker) Secondary Educational Alternatives #8B
Bernie Martinez	Secondary Educational Alternatives #8A/B
Kathleen Mata	Effective Involvement of Paraprofessionals #11 Finger Math #29B
Robert Mata	Follow-up Principal's Orientation #3 Follow-up Skills Management #10 MSRTS/SIS #9
Jeri Medina	IEP's/Lesson Plans #33 Secondary Educational Alternatives #8A Special Needs Children Panel #14 Special Needs Children - Resource #14
Carolyn Nelson	ESL Materials #25
Dr. John Nicoletti Lottie Flater/Benz	Stress Management Techniques (Thursday Dinner Speaker)
Ann Obrzut	Special Needs Children Panel #14 Special Needs Children - Resource #14
Joseph Parent	Summer Evaluation #30

Concepcion Pena	Family Night Activities Panel #5
Dr. Juan Ramirez	Training for Trainers #2
Richard Rangel	MSRTS/SIS #9
Anita Ratliff	Language Experience Approach to Reading #28C
Roger Rugg	Math Games #29A Math Games - Make and Take #29A
Stella See	Reading: Diagnosis/Techniques Approach #28A Reading: Practicum #28B Reading: Resource #28B
Euvaldo Valdez	Secondary Educational Alternatives #8A/B
Pat Vaughn	ESL Make and Take #25
Jennie Velasquez-Wilson	Cultural Bias in Materials #32 Family Night Activities Panel #5 Special Needs Children Panel #14 Special Needs Children Resource #14
Dale Vigil	Hemispheric Learning Styles #15 (Wednesday Dinner Speaker) Learning Modalities #16
Dennis Vigil	Interest Centers #20 Learning Modalities - Resource #16

1981 CoMERC SUMMER INSTITUTE
PARTICIPANT ITINERARY

Please Complete for the Institute

WEDNESDAY, JUNE 10, 1981

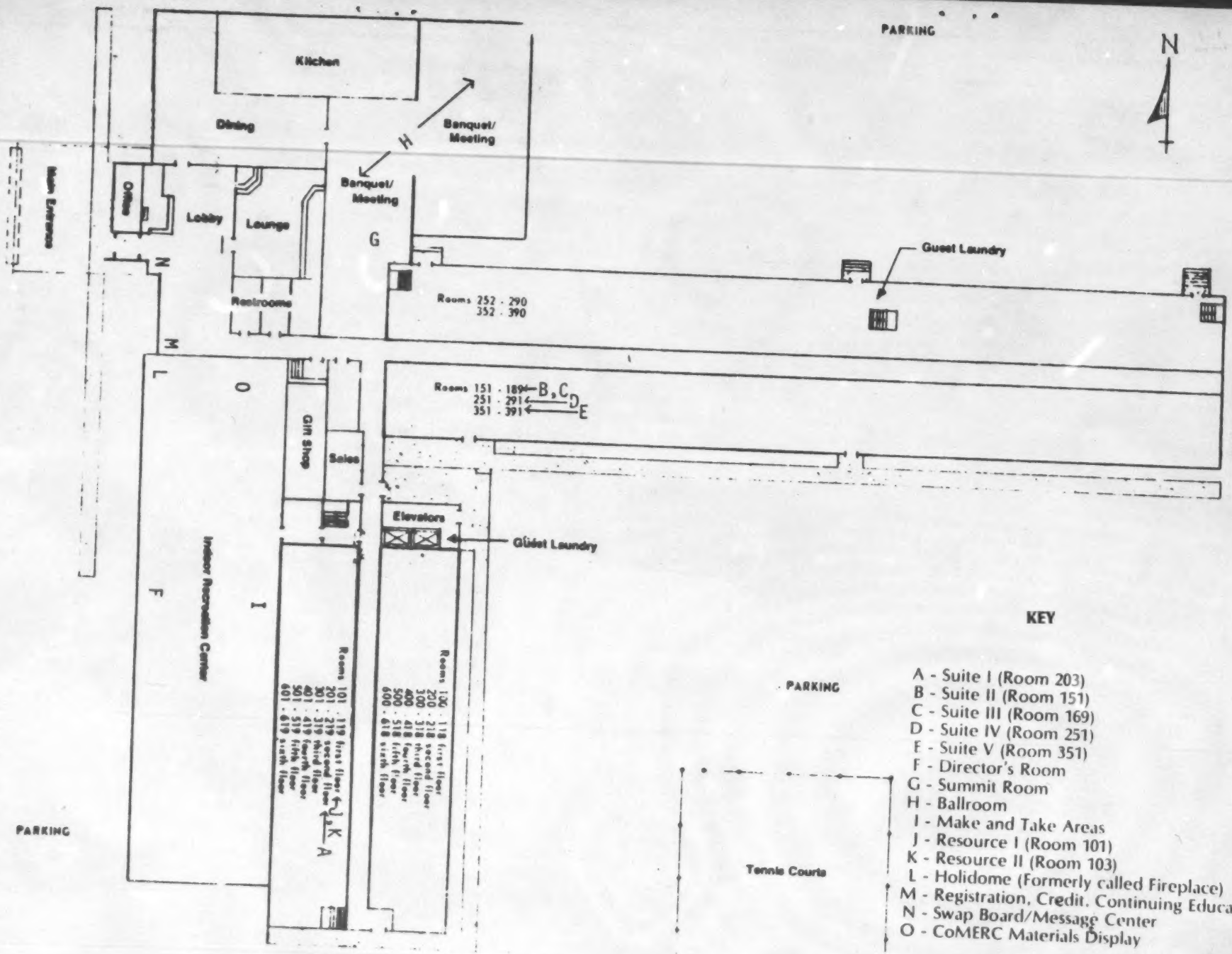
8:00 - 9:00 a.m.	Pre-registration Completion Registration
9:00 - 10:15 a.m.	Breakfast/Opening Session
10:30 - 12:00 a.m.	Workshop Sission: Room: _____ Title: _____ Consultant: _____
12:00 - 1:30 p.m.	Lunch/Session
1:30 - 2:45 p.m.	Workshop Session: Room: _____ Title: _____ Consultant: _____
2:45 - 3:00 p.m.	Break
3:00 - 4:15 p.m.	Workshop Session: Room: _____ Title: _____ Consultant: _____
4:15 - 5:00 p.m.	End-of-Day Session: Room: _____
6:00 - 7:30 p.m.	Dinner/Session
8:00 - 10:00 p.m.	Evening Activities

THURSDAY, JUNE 11, 1981

7:30 - 8:30 a.m.	Breakfast
8:45 - 10:15 a.m.	Workshop Session: Room: _____ Title: _____ Consultant: _____
10:15 - 10:30 a.m.	Break
10:30 - 12:00 a.m.	Workshop Session: Room: _____ Title: _____ Consultant: _____
12:00 - 1:30 p.m.	Lunch/Session
1:30 - 2:45 p.m.	Workshop Session: Room: _____ Title: _____ Consultant: _____
2:45 - 3:00 p.m.	Break
3:00 - 4:15 p.m.	Workshop Session: Room: _____ Title: _____ Consultant: _____
4:15 - 5:00 p.m.	End-of-Day Session: Room: _____
6:00 - 7:30 p.m.	Dinner/Session
8:00 - 10:00 p.m.	Evening Activities

FRIDAY, JUNE 12, 1981

7:30 - 8:30 a.m.	Breakfast
8:45 - 10:15 a.m.	Workshop Session:
	Room: _____
	Title: _____
	Consultant: _____
10:15 - 10:30 a.m.	Break
10:30 - 12:00 a.m.	Workshop Session:
	Room: _____
	Title: _____
	Consultant: _____
12:00 - 1:30 p.m.	Lunch
1:30 - 2:45 p.m.	Workshop Session:
	Room: _____
	Title: _____
	Consultant: _____
2:45 - 3:15 p.m.	Closing Remarks



KEY

A - Suite I (Room 203)
B - Suite II (Room 151)
C - Suite III (Room 169)
D - Suite IV (Room 251)
E - Suite V (Room 351)
F - Director's Room
G - Summit Room
H - Ballroom
I - Make and Take Areas
J - Resource I (Room 101)
K - Resource II (Room 103)
L - Holidome (Formerly called Fireplace)
M - Registration, Credit, Continuing Education
N - Swap Board/Message Center
O - CoMERC Materials Display

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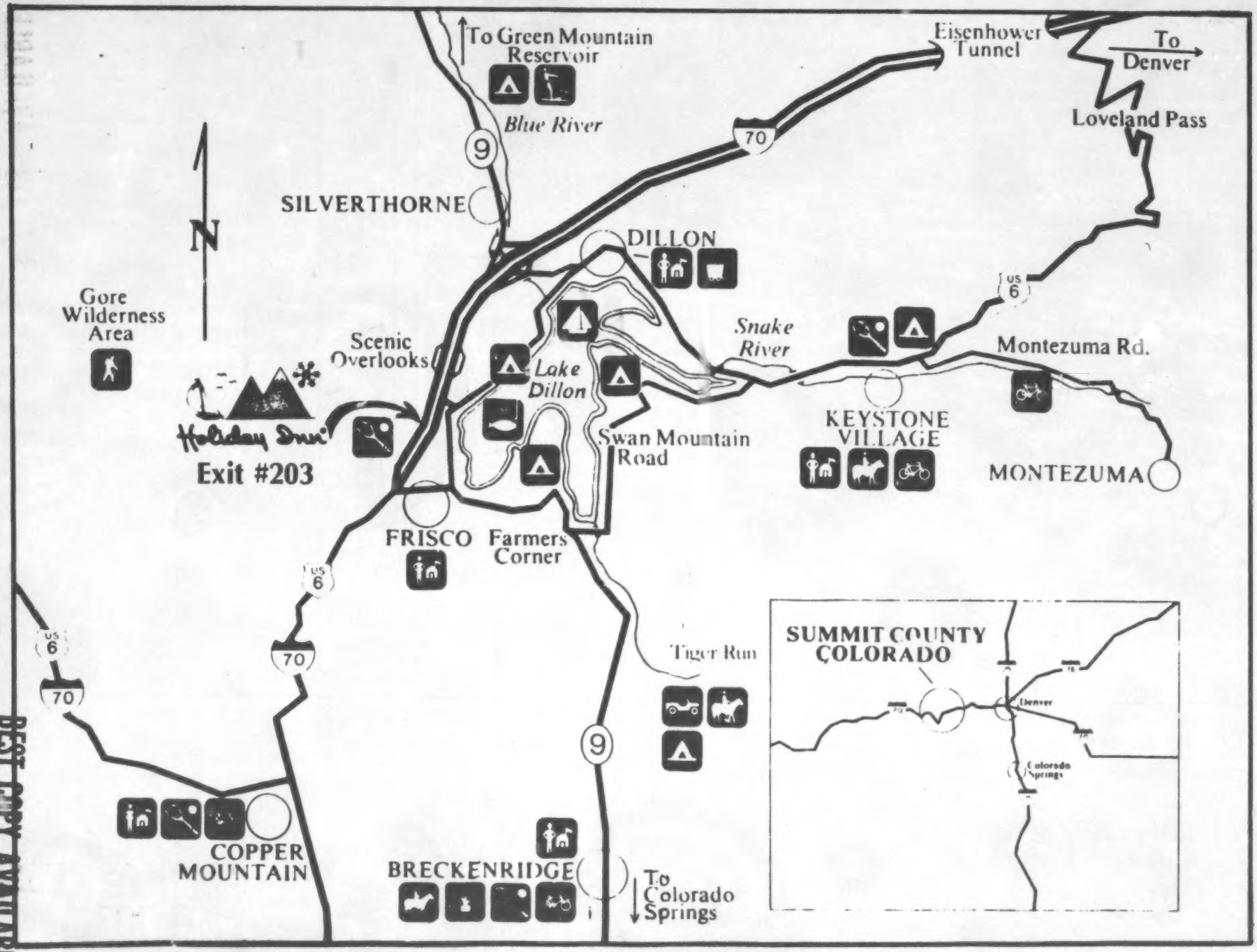

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